#### DELTA KAPPA GAMMA



ANN NOT VERY SAR

LIFT UP YOUR HEADS

THOSE WHO LAID THE CORNERSTONE

THESE TWENTY YEARS

HOW OUR MONEY COMES AND GOES

GROWTH IN CHAPTERS AND MEMBERS

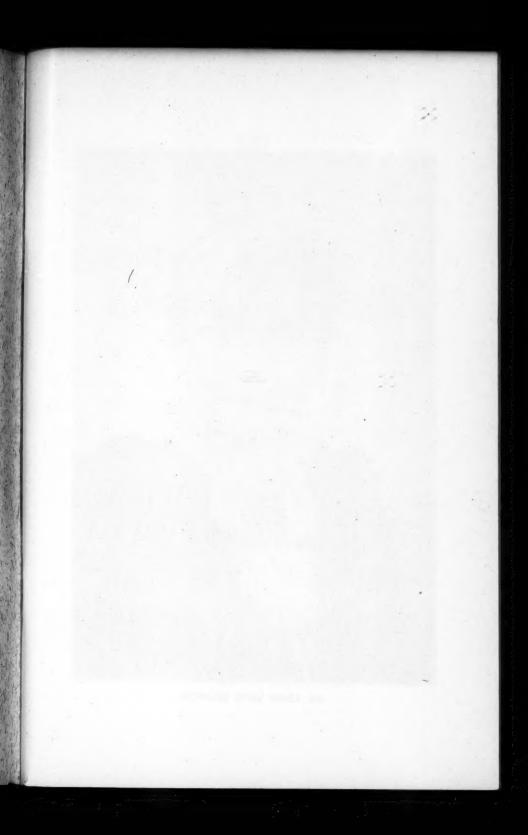
WE ARE COMING OF AGE

BROTHERHOOD CAN BE LIVED

DOWN MEXICO WAY

REGIONAL EDUCATION IN THE SOUTH







DR. ANNIE WEBB BLANTON

### THE

# DELTA KAPPA GAMMA

# Bulletin

**SUMMER** • 1949



THE DELTA KAPPA GAMMA SOCIETY COPYRIGHT 1949

## The Delta Kappa Gamma Bulletin

M. MARGARET STROH, Editor

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#### About Our Contributors

It is fitting that Clara Parker, long-time friend of Dr. Blanton, should write the biography of the woman she loved so well and worked with closely for many years. Dr. Parker is responsible also for the sketches of Lalla M. Odom and Ruby Terrill Lomax. The other sketches, except for the one written by Pat Bookman, were revised from the material in the Founders' Bulletin.

It is fitting that the poem which prefaces our Anniversary Edition should have been written by Grace Noll Crowell, well-known Texas poet and a National Honorary Member.

In the article, "We Are Coming of Age," Ella Hanawalt, past president of the Wisconsin State Organization and its current executive secretary, has written a sane and splendid challenge. Dr. Hanawalt's clarity of thinking is well known to all of us who have worked with her for years, and we are appreciative of her article as well as of her distinguished service as chairman of the Constitution Committee.

Bessie Lyon, a state member of Webster City, Iowa, is responsible for the sketch of Carrie Chapman Catt. It was arranged and prepared, as have been the preceding sketches of pioneer women teachers, by Dr. Helen Marshall, the former chairman of the National Committee.

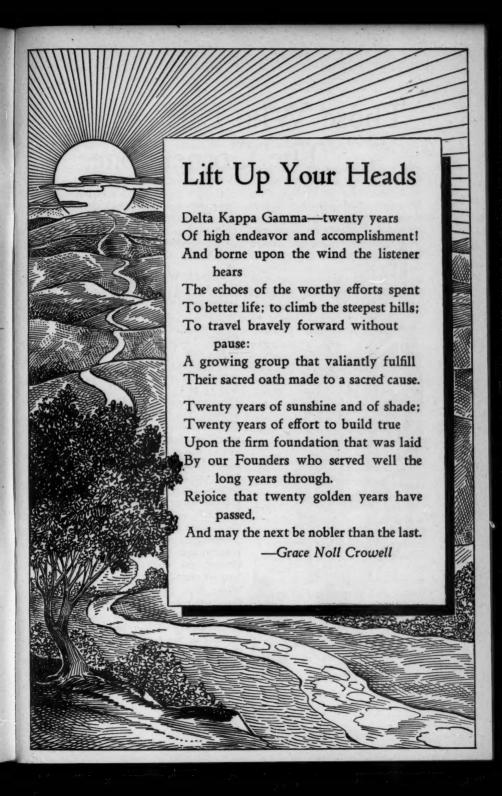
Miss Angeline Gale belongs to the Epsilon Chapter in Illinois. She is tremendously interested in expanding the opportunities for better understanding among all the people of the world, and her willingness to put herself in the position of a learner in a seminar such as she describes indicates the fine spirit and the sincerity of her endeavors.

The interesting article about how illiteracy is fought in Mexico was written by Hilda Hahn who is one of our well known members in the Beta Chapter of Nebraska.

We know little about Bob Smith except that he is a twelfth grade student in McAlester, Oklahoma. His teacher, however, is Margaret Young of the Upsilon Chapter. We feel that any teacher who has imbued a boy of this age with the outlook on teaching that he exhibits has earned an accolade.

The article on Regional Education in the South was contributed by Martha Chapman of the Florida State University at Tallahassee. Miss Chapman was a member of the Commission which studied this problem.

Charlotte H. Smith is responsible for the poem, "My Teaching Goal." A member of the Beta Chapter in South Carolina for some years, she is head of the Home Economics Department of Memninger High School.



# Those Who Laid The Cornerstone

ANNIE WEBB BLANTON

CLARA M. PARKER

ANNIE WEBB BLANTON, Founder of the Delta Kappa Gamma Society, was a native of Houston, Texas, where she was born on August 19, 1870. Her father, Thomas Lindsay Blanton, came from Virginia to Texas at the age of twelve. During the war between the states, he served in the cavalry of the Confederate Army, afterwards making his home in La Grange, Texas. On her mother's side, Miss Blanton came of a pioneer Texas family, being a descendant in the third generation from Asa B. Hill, a patriot renowned for his service in the War of Independence of Texas from Mexico, and a granddaughter of General William G. Webb, an officer in the war of the United States with Mexico.

After the marriage of Thomas L. Blanton and Eugenia Webb at La Grange, the Webb and Blanton families moved to Houston, Texas, where their two sons and three daughters received their early education, first in private and later in public schools. Upon the death of the mother, the family returned to their former home at La Grange.



After graduating from the high school at La Grange, Annie Webb Blanton, aged seventeen, began her teaching career in a rural school eighteen miles from her home. A year later she moved with her father's family to Austin. Here she combined work as a teacher in the Austin public schools with study at the University of Texas, where she obtained the degree of Bachelor of Literature in 1899.

IN 1902, while engaged in teaching English at the Austin High School, she was called to the faculty of the North Texas State Normal at Denton, Texas, as associate professor of English. Her connection with this growing institution continued for seventeen years and has been recognized as an important contributing factor to the prestige of this well-known teacher-training center.

Miss Blanton's public career began with her election in 1916 to the office of president of the Texas State Teachers Association, in which, as a teacher of prospective teachers, she had a vital interest and also an extensive following. The first woman to be chosen for this distinction, she was given an opportunity to lead in several changes needed in the direction of greater service to the schools and a more democratic procedure. While in office she led in the establishment of a more stable financial plan providing for a permanent fund to finance campaigns for securing more support for public schools on every level, from the one-teacher rural school to the university.

As the result of the confidence inspired in her administrative ability and power of leadership, she was requested by the Texas State Woman's Suffrage Association to become a candidate for the office of State Superintendent of Public Education. She was elected to this position in 1919, as the first woman to be elected to a state office in Texas. She filled the office with masterly efficiency, uniting the educational forces of the state in a drive for better school legislation and a more adequate support of the public school system, pointing out the special needs of the rural schools, too long neglected. Among the achievements of her administration were revision of the certificate laws to raise the qualifications for teachers' certificates, and to secure better school support, thus providing for consolidation, free transportation, longer terms, better trained teachers, an increase in teachers' salaries, and other efficiency measures.

IN 1923, Miss Blanton was employed by the University of Texas as a member of the faculty of School Administration. Three years later, her desire to specialize in Rural Education led her to secure a year's leave of absence to engage in research in her chosen field, rural education. In 1926-27 she combined residence work in Cornell University with research in the Library of Congress and the United States Bureau of Education,

and in the spring of 1927 she was granted the degree of Doctor of

Philosophy from Cornell.

Upon her return to the University in the fall of 1927, she resumed her place as Associate Professor of School Administration. she was accorded the rank of Professor of Rural Education, the third woman to be honored with a full professorship in this institution. During the twelve years she served in this capacity she entered with zest into her chosen task of preparing students as specialists in the rural field, ultilizing to this end extensive field work, which included a project carried out under the auspices of the Laura Spellman Rockefeller Foundation, culminating in a research study entitled The Child of the Texas One-Teacher School. Previously she had prepared a report on a research study made in 1923, entitled A Handbook of Education in Texas, in which the needs of the Texas rural schools were analyzed.

T is easy to trace in the foregoing account of Dr. Blanton's service to education the origin of those ideals of service to women teachers, who had long borne the burden of the nation's teaching load without just recognition, which led her to enlist the cooperation of other women of similar ideals and experiences who had shown themselves willing to devote time and energy to coordinating the efforts of women who had achieved fair recognition as leaders and whose outlook extended beyond the limits of

their own fields of work.

The Delta Kappa Gamma Society came into being on May 11, 1929, with the initiation of eleven women who joined Dr. Annie Webb Blanton as the Founders of this Society. From that day forward a large portion of Dr. Blanton's time was given to the gratifying, though strenuous work of organizing state and local units, which were incorporated in a vast national organiza-At the time of her death October 2, 1945, she had herself installed organizations in thirtyfive of the states of the union, and had the gratification of knowing that there was a state organization in every state and the District of Columbia, with a total membership of 22,909 members. The gratitude of her followers throughout the nation had been expressed in many forms, including scholarship endowments named in her honor by both state and national organizations, together with personal gifts and countless tributes to her dauntless spirit, her amazing capacity for work, and the richness of her spirit of service. Above all was a deep appreciation of a woman who had the will to sacrifice her own ease in devoting her time and her rich talents to the cause of education and of the women teachers most deeply concerned with its advancement.

#### MABEL YOUREE GRIZZARD

HER name is pronounced with the accent on the second syllable; and she is a native Texan, the granddaughter of pioneers who came originally from Alabama and Tennessee. Born and bred in Waxahachie, she pursued her higher education at the North Texas State Teachers College at Denton. She has been principal continuously of the Central Ward School in her own city since 1915 with the exception of two years which she spent in Austin as one of the rural supervisors in the State Department of Education.

She has found time to write a series of English workbooks for grades five, six and seven as well as to keep alive her affiliations with the State Teachers' Association and the National Society for the Study of Education. She is a life member of the Parent-Teachers Association, belongs to several local groups, and is past president of the city Federation of Clubs. She has done vigorous work in the Red Cross in her city and acted for a time as chairman of the Junior Red Cross.

An active participant in community life, Miss Grizzard's main concern is her school and her pupils, each of whom interests her personally. She collects stamps and books. Those who know her say that her supply of amusing anecdotes is inexhaustible, and her outstanding characteristics are good humor, a sane

and wholesome attitude, and a love of justice and harmony.

#### ANNA HISS

BORN in Baltimore, Maryland and educated in the Bryn Mawr elementary and high schools, Anna Hiss spent part of her college life in Hollins College, Virginia. Her interest in physical education for women, however, soon diverted her from a liberal arts education and sent her to the Sargent School of Physical Education in Boston, For many years she has lent distinction to the alumnae of that institution from which she was graduated in 1917. She did further work at the University of Texas and Columbia University from which she received the bachelor's degree.

She had taught in the Baltimore schools for only one year when she was called to the University of Texas as an instructor in physical training for women and since 1921 has been the director of that department in the University where she holds the rank of associate professor.

In intramural athletics for women, in the Texas Sports Association, in summer camps, in the Campus League of Women Voters, and a dozen other activities Miss Hiss has exhibited her characteristic enthusiasm, initiative, and vigor.

She is identified with several honorary local student organizations and is a member of Delta Alpha Epsilon. She was a founder of the Teachers' Physical Education Association of Texas, acted as its president for one year, and as faculty adviser of the Texas Athletic Federation of College Women. She has been enthusiastic in her national affiliations, which include the Women's Division of the National Amateur Athletic Federation, the Advisory Committee of the National Section of Women's Athletics of the American Physical Education Association, and the Women's Athletic Section of the Southern District of the American Physical Education Association.

Recently her alma mater honored her by conferring an honorary doc-

tor's degree upon her.

Enthusiastic, vivacious, and genuinely interested in the welfare of young women, to whose physical and social training she devotes her energies, she is an inspiration to those who know her.

#### RAY KING

#### PAT BOOKMAN

R AY KING was born and reared in Texas. After finishing high school, she attended the North Texas State Teachers College and upon graduation began her teaching career.

She received her Bachelor of Arts degree from the University of California at Berkeley with Phi Beta Kappa honors and was also elected to Sigma Kappa Alpha, an honorary society in history for women. Being interested not only in acquiring knowledge but also in seeing and knowing different parts of our country, Miss King obtained her Master of Arts degree from Teachers College, Columbia Uni-

At present Ray is chairman of the history department of the Robert Lee Paschal High School, Fort Worth, where for many years she has been an inspiring and valued teacher of history. She is an active, interested member of the Fort Worth Branch of the American Association of University Women, the Fort Worth Classroom Teachers Association, and supports most loyally many of the other cultural and civic clubs of her city. She is definitely one of the main leaders of the Delta chapter of Delta Kappa Gamma. In these activities she has held many offices, the most important of which being the first national treasurer of our Society. For a year she served as both state and national treasurer, and then for a few years longer she took care of the national funds only. So well did she perform this duty that she was rewarded by a life membership at the National Convention in Birmingham, Alabama in 1935.

Miss King's best known attributes are modesty, a quiet devotion to her duties, and a deep love for the boys and girls of Paschal High School. Her hobbies are her attractive new home, her lovely flower garden, and generous, understanding friendship.

#### HELEN L. KOCH

BLUE ISLAND, Illinois was the birthplace of Helen Koch. completed her elementary and high school education in her home town and then entered the University of Chicago, where she earned successively the degrees of Bachelor of Philosophy, and Doctor of Philosophy. Her major interest was and is psychology. In 1921, the year following her graduation, she came to the University of Texas and rose rapidly to the rank of professor in the Graduate School in 1930. She returned in 1930 to the University of Chicago as associate professor of child psychology in the Department of Home Economics.

The organizations which claim Helen Koch as a member give evidence of the scholarly nature of her achievements and interests. belongs to Phi Beta Kappa, Sigma XI, Pi Lambda Theta (which incidentally she sponsored when the local chapter was installed at the University of Texas), the American Psychological Association, the Midwestern Psychological Association, the Chicago Psychological Association, the National Society for the Study of Education, the Chicago Child Study Association. She is also a fellow in the American Association for the Advancement of Science.

Dr. Koch's publications include several monographs and articles in the field of child or experimental psychology. She was not only a National Founder and a

Texas State Founder but six years later became one of the state founders in Illinois.

Most recently she has spent several months in Germany, where she has been assisting in setting up the new educational program for that country.

# MRS. RUBY TERRILL LOMAX

CLARA M. PARKER

MRS. Ruby Terrill Lomax was born and reared in Denton, Texas, her parents, Reuben W. Terrill and Anne Terrill, having both been teachers before moving to Texas. Her early schooling began in the preparatory department of the North Texas Normal where her cousin, Minter B. Terrill, was president and her sister, "Miss Ada," later Mrs. Edward Wray, was a teacher. Later she earned the degree of Bachelor of Arts from the John B. Denton College in Denton and also a diploma from the North Texas State Normal, successor of the earlier school for teach-

After an interval of two years in which she taught a rural and a village school, she completed the requirements for the Bachelor of Arts degree at the University of Texas, which was conferred summa cum laude. In 1914-1915, she held the Latin Fellowship at the University of Texas. Later she spent four summers in study at the University

of Chicago and in 1925 completed the requirements for the master's degree at Columbia University, majoring in the Classical Lan-

onages.

She served nine years as teacher of Latin in the Dallas High School, followed by six years in the East Texas State Teachers College as Dean of Women and Professor of Latin. She was an active member of the state and national units of the Teachers Association and the Association of Deans of Women.

In 1925 she became Dean of Women and Associate Professor of Classical Languages at the University of Texas, a double task which she somehow found the time to supplement with such activities as acting, at various times, as President of Alpha, Texas, chapter of Phi Beta Kappa, as President of the Altrusa Club of Austin, the Open Forum Club, and the Faculty Women's Club. She was counselor of the University Y.W.C.A. and sponsor of the freshman honor society, Lambda Delta, and finally, one of the Founders of the Delta Kappa Gamma Society and its first National Vice President.

Furthermore, she was a member of Pi Lambda Theta, Mortar Board, the local unit of the Daughters of the American Revolution, the American Association of University Women, the Austin Club, and the Austin Woman's Club. She has been at all times an indefatigable worker in the Baptist Church and teacher of a Bible class for women,

a labor of love which she still continues to enjoy.

Dean Terrill's marriage in 1934 to John Avery Lomax, folklorist and author, was an event of more than local interest. In 1937 she resigned her position as Dean of Women to join her husband in a research project involving extensive traveling throughout the nation, their research including a year's travel in Europe. Returning to Texas in 1939, the Lomaxes made their home in Dallas, in a pleasant wooded area in the suburbs. Since her husband's death in January, 1948, Mrs. Lomax continues to live in her Dallas home, still rendering a goodly service to Delta Kappa Gamma through participating in chapter, state, and national meetings and serving on important committees. Her friends are impressed by her serenity and poise in the midst of an amazing number of taxing responsibilities. The Delta Kappa Gamma Society is richer for her ministrations as founder, counselor, and unremitting worker for its goals.

#### CORA MERRIMAN MARTIN

THE youngest of eight children, Cora Merriman Martin was born at Chico, Texas. When she was graduated from the Chico High School she was married almost immediately to Francis Robert Martin and lived on a stock farm at Martin Prairie until her husband's death. Later she began her teaching career and still later entered the North Texas Normal College, graduating in 1909. Until 1917 she was engaged in primary teaching, first in Fort Worth, then Paducah, and finally became a first grade critic teacher in the Demonstration School of the North Texas Normal College in Denton.

Her teaching was interrupted by her determination to finish her scholastic preparation, and she received the degrees of Bachelor of Science and Master of Arts at Teachers College, Columbia University, in 1919 and 1922 respectively.

She then became Associate Professor of Education in the Normal College at Denton. She served for one year as primary supervisor at the Bloomsburg Normal School in Pennsylvania. However, she returned permanently to her native state and in 1927 joined the faculty of the University of Texas. She has for a number of years been Professor of Elementary Education in that institution.

Dr. Martin has been in demand for educational addresses in all parts of the state and has given freely of her assistance to parent-teacher groups and study groups. She has been a member of the Texas State Curriculum Commission and in 1934 was the State Director for the Association of Childhood Education. She has been active in the State Teachers' Association, and particularly vigorous in advancing the interests of the State Association for Childhood Education.

Dr. Martin is a member of the American Association of University Women, in which she takes a keen interest, and of two other scholastic and professional honorary societies, namely, Pi Lambda Theta and Kappa Delta Pi. She has been associated with the Texas Press Association, the Texas Fine Arts Association, the Altrusa Club, the Austin Kwill Klub, and the Faculty Women's Club of the University of Texas. Her publications, in addition to many contributions to professional journals, consist of a series of readers published by Scribners. The Real Life Readers have been widely used not only in Texas but also in Louisiana and Alabama, and in other states as well.

For a number of years Dr. Martin kept the national Delta Kappa Gamma records; later on she kept the state records. She began the organization of Washington State and completed the organization of Bet Tau Chapter of Texas. She served for four years as first vice-president of the Alpha Chapter. She is the author of many Delta Kappa Gamma songs, and her musical gifts have enlivened many meetings.

#### MRS. LALLA M. ODOM

CLARA M. PARKER

MRS. Lalla Rookh McClatchy Odom (Mrs. W. E. Odom) is the daughter of Texas pioneers, her father, James F. McClatchy having enlisted in the Confederate Army at the age of sixteen. Her mother, Lucy Ann Robison, a woman of culture and poetic tastes, was the daughter of Joel W. Robison, the actual captor of Santa Anna at the Battle of San Jacinto and later a member of the Texas Legislature and of the State Constitution Committee.

Mrs. Odom was born and reared at La Grange, Fayette County, Texas, where she was a fellow pupil with Annie Webb Blanton. Later she attended the Waco Female College and Baylor University, obtaining the degree of Bachelor of Arts at the age of seventeen. Her interest in the fine arts led her to the Cincinnati Conservatory of Music, from which she was graduated. She was married at Ardmore, Oklahoma, where she was teaching music and mathematics. Her husband, William Edgar Odom, was a prominent ranchman living at Ballinger, Texas, where they spent the early years of their married life, later moving to Austin. Two sons, William Edward Odom and Jamie Mc-Clatchey Odom, constitute their family.

After her sons had graduated from high school, Mrs. Odom joined them as students at the University of Texas, where she earned the degrees of Bachelor and Master of Arts, specializing in English and Government. With Education as a new major, she is well on her way to a higher degree. Her two sons, both graduates of the University, are now business men in Austin.

For thirty-two years Mrs. Odom was a teacher of mathematics, in later years serving as the Head of the Department of Mathematics in the John T. Allan Junior High School. As a life member of the Texas State Teachers Association, she has frequently served on its committees and taken part in its programs. She is a past president of the Austin Teachers' Association. Being interested in civic as well as educational matters, she has become a student of government, participating actively in the politics of her city, county, state, and nation. She is an ardent believer in true democracy and democratic procedures.

As a National Founder of Delta Kappa Gamma, she has served the society ably and enthusiastically. Upon the organization of Alpha Chapter of Alpha State, in Austin, Texas, she became its first president, and for four years guided the destiny of this growing chapter, at the same time rendering valuable aid in state and national undertakings and serving for a time as National Corresponding Secretary.

Because of her interest in the cause of women and in the cause of Education, she has given generously of her time and effort to every movement for their advancement. She is intensely interested in Delta Kappa Gamma and its purposes and has made a great contribution through her fidelity, buoyancy, and courage, which are among the most striking of her endearing qualities.

#### LELA LEE WILLIAMS

A NATIVE of Wills Point, Texas, Lela Lee Williams grew up in the town which her father and her grandfather, Henry Wills, had helped to found. She attended the elementary schools in Burnett Chapel along with the other children of the family. There her father served as school trustee for years until his death in 1899.

Miss Williams received her permanent certificate from the Sam Houston Normal Institute and immediately began teaching in her native town of Wills Point, where she served for four years. During the summer she supplemented the year's activities by teaching in normal schools and institutes of the

region.

Her specialization in the teachers college was primary work, and it was there that her interest in raising the standard of elementary teaching was first aroused. She became convinced that an elementary teacher must have the broadest possible academic scholarship and professional training and was among the first educators to insist that teachers of superior ability should specialize and remain in the field of elementary education.

The summer of 1905 found Miss Williams at the University of Chicago studying speech arts and primary education, and later she extended her graduate work at Teachers College, Columbia University, and the University of Colorado.

From the latter institution she holds the Master of Arts degree.

Since 1908 Miss Williams has been teaching in Dallas, until 1922 in primary work exclusively, and since that time as Director of Auditorium Activities in the elementary schools. She has collaborated with other Dallas teachers in compiling two books on auditorium activities which have been widely used in public schools throughout the United States.

For four years, 1917-1921, Miss Williams was president of the local organization of grade teachers in Dallas, and when the grade teachers' organization for the state was formed in 1920 she was chosen president. In 1921 she was elected president of the Texas State Teachers' Association, the second woman and the first elementary teacher to be elected to that office.

Miss Williams is an enthusiastic supporter of local, state and national organizations of teachers and is actively associated with many of the significant ventures in civic and welfare work in her city. Her hobby is Sunday School work, and for fifteen years she has served as a member of the Sunday School Cabinet of the First Baptist Church. Consistently alive to civic and professional obligations, she brings to them a refreshing enthusiasm and invigorates all those who are privileged to know her.

[Note: The other Founders, who were members of that historic group, were Mamie S. Bastian, Ruby Cole and Sue King. All of them are deceased.]

# THESE TWENTY YEARS

# A History of the Society

TO THE creative imagination of Annie Webb Blanton we owe the inception of the idea which has developed the great society to which we belong. The vigor of her conviction that professional women could stand together was responsible for her invitation to eleven other women to join her in launching a new society for women in education. It was her belief that it was possible to unite women teachers of all types and lines of work in an organization dedicated to a better use of professional women's inherent capacities and to the initiation of measures which would work for the social and educational welfare of women teachers the country over.

On the evening of May 11, 1929 the women who had been invited by Dr. Blanton to consider the organization of the society met at the University Faculty Women's Club, Austin, Texas for organization. They included: Mamie S. Bastian, Elementary School Principal, Houston. Texas: Annie Webb Blanton, Professor of Educational Administration. University of Texas, Austin; Ruby Cole, Elementary School Principal, San Antonio; Mabel Grizzard, Elementary School Principal, Waxahachie; Ray King and Sue King, High School Teachers, Fort Worth: Helen Koch, Professor of Educational Psychology, University of Texas, Austin; Cora M. Martin, Assistant Professor of Elementary Education, University of Texas, Austin; Lalla M. Odom, High School Teacher, Austin; Ruby Terrill, Dean of Women, Univercity of Texas, Austin; and Lela Lee Williams, Elementary Teacher of Dallas. Miss Anna Hiss, Director of Physical Education for women at the University of Texas, was unavoidably absent because of a sudden bereavement in her family. She was initiated later.

DR. BLANTON had prepared a ritual nearly identical with the one we still use, and repeating the vows with the ten others present, she initiated the Founders of The Delta Kappa Gamma Society.

Appropriately Dr. Blanton was elected the first president with Mamie S. Bastian as first vice-president, Ruby Cole as second vicepresident, Lalla M. Odom as corresponding secretary, Ray King as treasurer, Ruby Terrill as parliamentarian, and Cora M. Martin as keeper of the records. A tentative Constitution had been prepared and was carefully scrutinized to insure freedom from defects likely to arise in the constitution of a new organization. It was agreed that after a year's use the preliminary Constitution should be revised in the light of the experience which the year following would afford.

It was at this first meeting that the colors, crimson and gold, were adopted, and the President was authorized to secure drawings for a key which would be acceptable to all members.

Most of our current members will be surprised to learn that the organization began under the name of The Kappa Gamma Delta Society and was at first chartered under this name. In the course of correspondence relating to the selection of a key, the President discovered that the name had already been appropriated by an aeronautical fraternity. The Founders voted to keep the same Greek letters but to change the order. This would not alter the meaning of the name, and a second charter was taken out under this new designation.

That first year seventeen chapters were formed with centers in all parts of Texas. Dr. Blanton was generous in insisting on sharing the credit with the other Founders who, she said, gave her enthusiastic assistance.

IT WAS during the first year that the official Delta Kappa Gamma Song was written by Annie Webb Blanton and Cora M. Martin and set to the music of the old song, "Men of Harlech." The music was arranged especially by Madame Viola Cole-Audet, composer, and member of the faculty of the Chicago Musical College.

The first initiation scarf was made by Dr. Blanton enroute on the train to Houston to install the Gamma chapter, and that scarf, later replaced by the more elaborate one now furnished by L. G. Balfour Company, is still carefully preserved with the national records.

In May, 1930 the first Texas State and National Convention was held in the Driskill Hotel in Austin, and at that time the national officers relinquished their positions as state officers and additional officers for Texas were chosen. It may interest our members to know that it was at that time Berneta Minkwitz first assumed the responsibilities of treasurer. She fulfilled the duties of state treasurer for three years and has since been national treasurer.

For the intrepid spirits who gathered at that 1930 Convention it was not too early to begin to lay plans for national expansion, and Annie Webb Blanton was appointed Texas state organizing secretary. It was at that convention that one of our cherished traditions, the Birthday Luncheon, became a feature of Delta Kappa Gamma annual meetings. Mamie Bastian of Houston was responsible for its instigation.

BY THE year 1931-32, it was clear that the venture was no longer an experiment. All the letters of the Greek alphabet had been used in naming the chapters already organized in Texas, and the second round had begun. It was in this year, too, that a design for a coat of arms was submitted to the Founders and was adopted as one of the official emblems of the Society. By this third year Alabama and Oklahoma had been organized. The first attempts at regional meet-

ings in the vast state of Texas had been initiated, and those regional meetings have been a customary part of the Texas program since that time. The design for the Delta Kappa Gamma banner was adopted during this year and considerable work done in attempting to secure brass candlesticks, bowls, and vases which should bear the Society's insignia.

At the third Texas State and National Convention two new customs were born: (1) the initiation of the first song contest; and (2) the White Elephant Sales, the proceeds of which were to be used for the state and national scholarship

funds.

By the time the fourth year had dawned The Delta Kappa Gamma Society was claiming a roster of 1,300 members and 45 chapters. The National Permanent Fund had reached a total of \$1,233 and the Scholarship Fund had risen to \$884.59. This year also marked the first time at which the National convention was held separate from the Texas State convention. It met in New Orleans, Louisiana.

AT HOT Springs, Arkansas, the fifth national convention convened in June, 1934, and a number of far-reaching plans for progress were discussed and adopted. It was at this meeting that authority was given to publish in four issues each year a national bulletin which would be the voice of the organization. Dr. Annie Webb Blanton was elected the editor. It was at this time that the National President

appointed the first Bulletin Committee, consisting of the presidents from the six states then organized. The terms of the appointed members were to expire one each year, and subsequent appointees were to have seven-year terms. Much that same arrangement still prevails.

It is interesting to note that the maximum amount which the national treasury could then provide for the support of the Bulletin was \$600. That revenue, however, was supplemented considerably by fees from chapters for letters, fees for extra space used by the states, and advertisements. At first the Bulletin was mailed in large packages to chapter presidents who distributed them at their convenience.

The three years of the administration of Norma Smith Bristow, the second President, were devoted largely to (1) better organization within the chapters with more emphasis upon the program of work, (2) furnishing state and chapters more attractive and convenient work materials, (3) the extension of the organization into new states.

During these three years the Constitution, the initiation ritual, the Founders' Day Bulletin, and other materials were for the first time printed, and in 1936 the popular demand brought into being the first printed handbook. Circulars of Information were approved in 1936.

During Mrs. Bristow's administration an astonishing amount of expansion took place. Missouri, Louisiana, Mississippi, North Carolina, New Mexico, Virginia, Arkansas, Wisconsin, Florida, the District

of Columbia, Tennessee, Arizona, New York, Nebraska, Minnesota, Iowa all came into the organization in rapid succession. By the close of 1935-1946 The Delta Kappa Gamma Society had been organized in twenty states, 108 chapters had been formed, and 3,491 members enrolled.

TEXAS was the first state during the year 1935-1936 to make its scholarship a reality. This scholarship was named the Annie Webb Blanton Delta Kappa Gamma Scholarship and preceded the establishment of the first national scholarship by four years. It was during this period also that the first attempts to bring together the Delta Kappa Gamma members attending meetings of the NEA and the American Association of School Administrators were made at annual meetings of those organizations.

Miss Mamie S. Bastian of Houston, Texas followed Norma Smith Bristow as national president. She served between 1936-1938. Miss Bastian thought largely in terms of personal enrichment through wider associations and through mutual aid in meeting common problems. She stressed the growing pride in the organization, the fuller understanding of its possibilities, and counseled it to strive to reduce discrimination against women teach-

The two colorful conventions which occurred in Mamie Bastian's administration were held in Chicago and in Denver, Colorado. At the meeting in Denver, Dr. Maycie

Southall of the George Peabody College for Teachers in Nashville, Tennessee was elected the new national president.

THE two splendid conventions held under the leadership of Dr. Southall convened in Asheville, North Carolina in 1939 and in Washington, D. C. in 1940. This latter year was notable in that the conventions were spaced closely. The convention in Asheville was held in August, and the one in Washington, D. C. met in March following.

A number of states had come into the fold during 1938, and by 1939 Ohio was able to announce the installation of 40 chapters. This was a phenomenal achievement, largely attributable to the indefatigable efforts of Margaret L. White, who was the first state president. California, under the stimulating guidance of Dr. Madilene Veverka, presented 28 enthusiastic chapters. In 1939 Connecticut and Vermont joined the ranks, and in 1940 Montana, Idaho, Wyoming, North Dakota, and South Dakota were added.

It was during the regime of Dr. Southall that the lot was purchased in Austin, Texas, and that the first national scholarship was made available on the tenth anniversary. It was also during the administration of Dr. Southall that the function of the Program Committee was somewhat altered. Prior to that time the Constitution had prescribed the duties of the Program Committee as consisting of helping the National President in the for-

mulation of the program for the national convention. Dr. Southall believed that the time had come when we should have a professional program of such strength and focus that its impetus would carry us through from year to year. Accordingly Dr. M. Margaret Stroh was appointed Chairman of the Program Committee and at the Asheville meeting presented the first draft of what was to become our continuing five-year program. A review of this program indicates that the basic resolutions formulated as a kind of working philosophy by the Committee are still those which to a large degree motivate our efforts.

By the time the Washington convention met the 322 chapters reported in August 1939 had increased to 367 chapters. It was at the Washington convention that the first attempt was made to supply at least some funds for the work of the standing committees. The Program Committee at this convention reported on the results of a questionnaire which had been circulated among state program chairmen. It focused on the problems of unjust discrimination, and some interesting and provocative responses were made. It was at this convention, too, that the first efforts were made to give some impetus to the problem of adequate research, a kind of work which was taken over for the first years by the Program Committee.

DR. EMMA REINHARDT was elected national president for 1940-42 and presided at the twelfth annual convention in Minneapolis, Minnesota. Thirty-seven states were represented at this convention. Dr. Reinhardt's interest in research as a national project was genuine and intense. It is to her careful guidance that we owe the inclusion of research as a major part of our organization's work. During her administration the first appropriation definitely allocated to a research program was made. Dr. Reinhardt also appointed a Committee on Educational Leadership and the International Crises which was engaged actively during the war years. It is to this committee that we owe the success of the Victory Fund Drive. Dr. Reinhardt emphasized the professional program increasingly and presented the idea of Regional Meet-During the first year of her administration 465 chapters in 44 states were reported. The work on pioneer women had been going on more or less sporadically for several years; but it was given additional emphasis at this time, and specific instructions were for the first time sent out as to the collection of material. At that time there was no national committee on pioneer women, and the Program Committee undertook that responsibility for a time.

In response to the suggestion made by the Chairman of the Program Committee, Dr. Reinhardt appointed a special Research Committee consisting of Dr. M. Margaret Stroh, Dr. Vera Butler, and Dr. Ida A. Jewett. That committee made its first extended report at the

second convention at which Dr. Reinhardt presided in St. Louis in August 1942. Out of the investigation conducted by that committee grew the first monograph, Better Selection of Better Teachers. The study met with amazing success and was published the following year.

By the time the St. Louis meeting convened there were 522 chapters. Dr. Reinhardt stressed the increasing responsibilities of the various standing committees and the fact that success in realizing our avowed objectives would in large measure depend upon the coordinated efforts of these committees assisted by an intelligent membership.

R. M. MARGARET STROH was elected the new national president at the St. Louis meeting and fulfilled the duties of that office during the entire period of the war. Probably no other period in the history of the organization has ever been so full of perplexing problems, nor has it ever been so difficult to keep the organization alive and growing. For three years the Office of Defense Transportation discouraged conventions, which we had customarily held annually. During the first year of this administration, 1943, we were able to have a conference at the Edgewater Beach Hotel in Chicago. That conference was limited to the Executive Board and to such other people as could conveniently be present.

The monograph, Better Selection of Better Teachers, was presented in printed form at that con-

ference and from that time on had a phenomenal sale. We still have many requests for copies, although it has been out of print for some three years. By 1943, 571 chapters were in existence. The organization had in many places initiated adult forums and discussion groups which were growing in size and significance. The scholarly work of Dr. Helen Marshall, who had taken over the responsibility of doing the research on pioneer women, was making itself evident. It was during the Chicago meeting that the recommendations were made that we take advantage of the presence in our country of distinguished women educators from other countries and invite them into membership. This marked the beginning of the rather substantial growth in foreign members that we have experienced during the past few years. We also began in that year, in the office of the National President, the newscaster which has since become an institution in the Society. During this year 1943 and the following year we completed the last state organizations. Dr. May Allen was responsible for the organization in Maine, and Dr. Stroh finished the organizations in Rhode Island and New Hampshire.

BY 1944 the restrictions of the Office of Defense Transportation were so rigorous that we could not even contemplate an Executive Board meeting. We, therefore, substituted a small conference of officers and key committee chairmen.

This took place in Cleveland, Ohio; and, although the group was small, some of the most significant work that has ever been done took place under the restrictions of that meet-

ing.

In 1945 we were again able to assemble the Executive Board in Denver, Colorado. It was a rather significant convention because many other members besides the Board found it possible to attend. We were handicapped by the absence for the first time of Dr. Annie Webb Blanton, the Executive Secretary, and Miss Berneta Minkwitz, the National Treasurer, both of whom were ill. However, the members present carried on gallantly, and we conducted a significant amount of important business.

Dr. Blanton had announced her impending retirement two years before and had headed a committee appointed by President Stroh to formulate the qualifications for a new Executive Secretary and to make nominations. The Executive Board tendered the position with tenure and adequate retirement to Dr. M. Margaret Stroh, the National President serving at that time. After several months of deliberation she accepted the position and tendered her resignation as President at the Denver meeting. This automatically threw the responsibilities of the presidency upon Dr. Catherine Nutterville, the first vice-president.

THE meeting in Denver was significant because, although Dr. Blanton was unavoidably absent, she was the focus of attention throughout, and it was largely to do her honor that the meeting was convened. The President had appointed a national committee some months before to consider ways of demonstrating the members' appreciation of Dr. Blanton's long and tireless services. In response to their suggestions, all state organizations presented complete histories of their respective state organizations, bound in red and lettered in gold with a dedication to Dr. Blanton. In addition \$5,000 was collected from members throughout the country to furnish an Annie Webb Blanton Room at Headquarters when conditions would make this possible. The Executive Board presented a gift of several hundred dollars to purchase a rug for Dr. Blanton's home and also voted an annual honorarium of \$500.

This meeting marked the end of the war period; and it indicated not only the pulsing enthusiasm of the organization which had survived unusual strain, but it also gave evidence of mounting vigor and an increase in membership and number of chapters that was astonishing. Despite our inability to have any national meetings during those three years, the Society probably grew as markedly in purpose, in dignity, and understanding as it has never done in any other three years of its history. The National President assumed the responsibility of visiting as many states as possible and succeeded in meeting a portion of the members in approxi-

mately 40 states.

D.R. STROH assumed the duties of National Executive Secretary on September 1, 1945. By that time it was evident that the nature of Dr. Blanton's illness was so grave that we could not hope for her recovery. On October 2 she passed away, and a great gap was left in the organization ranks. For so long a time had she been the guiding spirit of the organization that we suffered a sense of irreparable loss.

During the remaining year of Dr. Stroh's unexpired term as President. Dr. Nutterville served as National President and was reelected for the ensuing biennium. During her term of office a complete revision of the Constitution was undertaken and, after a year's study, was passed at the convention meeting in San Francisco in August 1946. The News, which had hitherto been sent only to chapter and state presidents, was now sent to individual members. During her regime the Educator's Award, long anticipated, became a reality; and the first award was made to Dorothy Canfield Fisher in the summer of 1946. The following year the members convened in annual convention in New York City. This marked the end of the first year of operation under the revised Constitution. The four Regional Directors made their first reports and indicated that this distribution of responsibilities was paying dividends. Membership by this time had increased to 30,000 with 757 chapters. We had three new publications to present: Differences Which Matter by Hildred Schuell,

Eyes to See by M. Margaret Stroh, and an Educational Roster prepared by a committee headed by Margaret Rowe.

THE reports indicating the growing participation of Delta Kappa Gamma members in community efforts and in sponsoring campaigns for selective recruitment were heartening evidence of the fact that we were implementing our purposes significantly. The Program Committee, which had been continued under the able leadership of Miss Birdella Ross from 1943-1947, made another significant contribution under the guidance of Mrs. Edna McGuire Boyd. It had become evident by this time that the Society was committed to the consideration of an imposing array of educational problems both nationally and internationally significant. The work of the Committee on Scholarships and Fellowships to Aid Women of Wartorn Countries was reported on ably and clear evidence presented that many states had engaged actively in developing funds to sponsor a period of residence for such women. This Committee had been appointed during Dr. Stroh's administration. Committee on Selective Recruitment, headed by Mrs. Dorothea Meagher, presented an impressive report and continues to do an incredible amount of work. This program alone has received and merited the commendation of educators throughout the country for its vitality and intelligence. During the years 1947-1948 we sponsored, in collaboration with Pi Lambda Theta, six German teachers for an eight-weeks' residence in Sweden for the purpose of rehabilitation and fresh inspiration.

During the year 1947 Miss Berneta Minkwitz, the National Treasurer, in accordance with the provisions of the revised Constitution, came into the Headquarters office as a full-time permanent employee.

TT WAS at the New York Convention that the Society decided to take out active affiliation in the World Organization of the Teaching Profession, and it was also at this meeting that it was agreed that we should collaborate with the National Commission on Teacher Education to prepare a professional handbook for prospective teachers. Accordingly Dr. Stroh wrote that monograph in January 1948, and it was published under the title, Find Your Own Frontier. Its sale has been wide, and the demand for it is still great.

THE most recent convention was held in Milwaukee, Wisconsin in August, 1948. At that time an amendment to the Constitution increasing the annual dues by \$1.00 was passed, thus making it possible for us to subsidize the work of the national committees in a much more adequate fashion than had heretofore been done. One of the most significant pieces of work completed during this year was in the alleviation of the distress of many of the Vanport, Oregon teachers whose possessions had been wiped

away by devastating floods. An immediate appeal had been made to the members throughout the country, and \$2,000 was made available for the relief of those sufferers. It was at the Milwaukee meeting, too, that Dr. Vera Butler and Dr. M. Margaret Stroh reported on the meeting of the World Organization of the Teaching Profession which was held in London in July.

It was at this meeting also that Miss Birdella Ross, the competent Regional Director for the Northwest, was elected to the presidency. Miss Ross has had a long experience in working on national affairs. She acted as State President for four years, was Chairman of the National Program Committee for four years, and supplemented that experience with two years as Regional Director.

At the moment we are climbing rapidly to the 38,000 membership mark and the organization of 865 chapters. This growth within so brief a period is almost startling. It attests not only the vigor of the organization but the spiritual insight of those who belong to it. We are celebrating the completion of the second decade of our history. Unexplored riches of experience and opportunities lie ahead of us. The women's organizations which not only survive but increase as well in influence and service during the next quarter of a century will be those ready to give evidence of maturity in thought and action. Shall we be able to give in 1969 as invigorating a recital of our achievements as we have just completed?

#### NATIONAL PRESIDENTS

#### AND TERMS OF OFFICE

1929-1933 Dr. Annie Webb Blanton Mrs. Nora Smith Bristow 1933-1936 1936-1938 Miss Mamie Sue Bastian 1938-1940 Dr. Maycie Southall 1940-1942 Dr. Emma Reinhardt 1942-1945 Dr. M. Margaret Stroh 1945-1948 Dr. Catherine Nutterville 1948-1950 Miss Birdella Ross

#### National Conventions

1930 AUSTIN, TEXAS

1931 FORT WORTH, TEXAS

1932 AUSTIN, TEXAS

1933 NEW ORLEANS, LA.

1934 HOT SPRINGS, ARK.

1935 BIRMINGHAM, ALA.

1936 OKLAHOMA CITY.

OKLA. 1937 CHICAGO, ILL.

1938 DENVER, COLO.

1939 ASHEVILLE, N. C.

1940 WASHINGTON, D. C.

1941 MINNEAPOLIS, MINN. 1948 MILWAUKEE, WIS.

1942 ST. LOUIS, MO.

1943 CHICAGO, ILL.

(Executive Board meeting plus members from surround-ing territory)

1944 CLEVELAND, OHIO

(Special group of officers and a few committee chairmen)

1945 DENVER, COLO.

(Executive Board meeting plus those who could attend)

1946 SAN FRANCISCO, CALIF.

1947 NEW YORK. N. Y.

### Honor to Whom Honor Is Due



NE of the very pleasant customs of The Delta Kappa Gamma Society has been the election each year of two distinguished women to national honorary mem-Nominations are made bership. by any unit or by individual members of the organization to the Na-Membership Committee which screens the nominations and presents to the Executive Board a list of those chosen for consideration. These women are elected because of their distinctive service to the welfare of women or their outstanding contributions to education. They are usually nationallyknown figures, and The Delta Kappa Gamma Society is the richer because of the acceptance of many of those who have been invited.

Many of our members are not acquainted with the great majority of our national honorary members and do not know their identity. For that reason we are appending a list of women who have been invited into and who have accepted national honorary membership. We are proud of their association with us and we suggest that our members file this list so that it may be available for future use.

Judge Florence Allen-Ohio
Dr. Maude Mary Babcock-Utah
Dr. Edna Dean Baker-Illinois
Miss Margaret Culkin BanningMinnesota

Mrs. Mary Ritter Beard-Connecticut

Dr. Jean Betzner-New York Miss Katherine Blake-New York Mrs. Hattie Wyatt Caraway-Arkansas

Mrs. Grace Noll Crowell—Texas
Mrs. Sadie Orr Dunbar—Oregon
Miss Elizabeth M. Collins—Hawaii
Dr. Alta B. Hall—California
Mrs. Frank W. Hill (Deceased)
Dr. Patty Hill (Deceased)
Mrs. R. F. Lindsay
Dr. Kathryn McHale—Washington,
D. C.

Dr. Margaret Mead-New York Mrs. Ella Caruthers Porter (Deceased)

Dr. Aurelia Reinhardt (Deceased) Mrs. Lexie Dean Robertson-Texas Mrs. Ruth Bryan Owen Rohde-New York

Mrs. Narcissa T. Shawan (Deceased)

Mrs. Pearl A. Wanamaker-Washington
Dr. Helen C. White-Wisconsin

Dr. Mary Woolley (Deceased)

#### BERNETA MINKWITZ

# **How Our Money Comes** and GOES

The Treasurer Tells All

HE money for the Available Fund of the National Organization comes from the national organization's share of the initiation fees, annual dues, and life membership dues, penalties for late payment of dues, special subscriptions to the Bulletin, sale of supplies, and interest from the Permanent Fund. The expenditure of the Available Fund is determined by a

budget.

Each constitution until 1946 stated that a budget was to be adopted annually, but no provision was made for the preparation of the budget. At first the President presented to the Executive Board a budget she had prepared. Later the Treasurer was consulted before the budget was presented, and then a committee of the President, the Executive Secretary, and the Treasurer prepared the budget and presented it to the Executive Board for amendment and approval. 1946 Constitution stipulates that the Planning Committee of fourteen members prepares the budget to be adopted by the Executive Board.

The first Constitution set the

initiation fee at ten dollars, to be divided one-half to the chapter and one-fourth each to the state and national organizations. The amount and division of the initiation fee remain the same.

The annual dues were set at three dollars by the first Constitution, to be divided one-half to the chapter and one-fourth each to the state and the national organizations. In order to help the small chapters, the treasurer proposed an amendment to the Constitution to allow each chapter to keep all the dues of ten members. After two subthis amendment was missions passed.

BY 1943 it was agreed that the income of the national organization was not sufficient for its needs. As Chairman of the Constitution Committee, Dr. Blanton submitted to the Executive Board an amendment to raise the dues to four dol-However, only twenty-five cents of the dollar increase was allotted to the national organization and the chapter was allotted fifty cents. The State received the remaining twenty-five cents. As a result, by 1947 it was apparent that the income of the national organization could not meet its needs. An amendment was proposed to raise the dues to five dollars, counting fifty cents of the increase as a subscription fee to the *Bulletin* and adding twenty-five cents each to state and national dues. Thus state, chapter, and national dues have all been increased fifty cents

by the two changes.

The first Constitution stipulated that each unit of the Society should maintain a Permanent Fund. One-fourth of the initiation fees and annual dues and all of the life membership dues were to be set aside each year in a Permanent Fund. The principal of the fund could be used only for a chapter house or headquarters. Later, chapters, states and the national organization were allowed to use the principal for purchase of permanent equipment. The convention of 1940

changed the section of the Constitution dealing with the matter, so that now only the state and the national organizations are required to keep a Permanent Fund.

THE Constitution of 1946 made additional changes that help the Available Fund. The amount to be set aside each year for the Permanent Fund is now one-tenth of the initiation fees, the annual dues, and the life membership dues. The principal can now be used for rent of headquarters and such other expenditures for equipment and furnishings of a permanent nature as may be required.

In 1948 the Executive Board voted to use three thousand dollars or more to publish a biography of Dr. Blanton. Consequently, there will be no addition to the Permanent Fund this year. The fund now has \$41,000.00 in Government

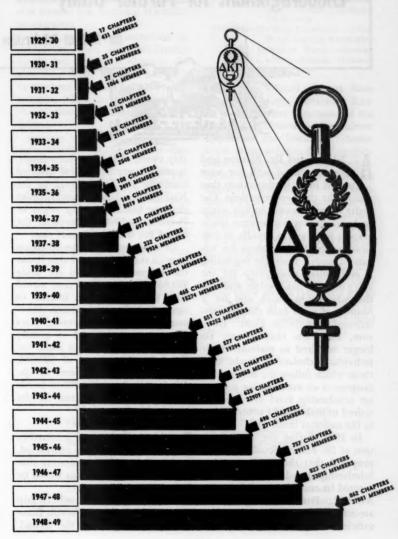
Bonds.

#### **APOLOGIES**

In the last issue of the *Bulletin* we featured an article on the position of women in Korea and one giving some of the high-lights of the United States Educational Mission to Korea. It was unfortunate that the illustrations for those two articles were Japanese in tone and would, therefore, be an affront to Korean patriots who for 40 years endured the domination of Japanese rule.

Both the editor and the artist are at fault in not checking the authenticity of the illustrations, but the incident is another confirmation of the fact that very often the books on which we rely for information about other people in the world and the books which we furnish children to give those impressions are at fault. The illustrations in this instance were taken by the artist from a book which featured these costumes as Korean. We deeply regret the unwitting affront to the sensibilities of the fine Korean women whom so many of us have learned to respect.

# **GROWTH IN CHAPTERS AND MEMBERS**



# **Encouragement for Further Study**



T THE outset Dr. Blanton and those associated with her were united in their convictions that one of the chief contributions The Delta Kappa Gamma Society might make to the status of women teachers was to award as rapidly as possible national scholarships for advanced study. From the beginning a one dollar scholarship fee for every member has been set aside for the Scholarship Fund, and for a number of years each chapter contributed in addition \$5.00. However, since the chapters are no longer required to maintain their individual scholarship funds, only those which follow the original arrangement of maintaining a chapter scholarship fund are now required to make the \$5 contribution to the national fund.

In 1939, during the administration of Dr. Maycie Southall, it was proposed that the slowly growing Scholarship Fund should be augmented by enough money from the Available Fund to complete the amount required to furnish income sufficient to make the first scholarship award of \$1,000. Accordingly, approximately \$4,000 was diverted from the Available Fund to the National Scholarship Fund in order that the first scholarship might be awarded in 1940. Thereafter the award has been an annual one.

In order to make the situation clear, it should be noted that it was the original intent to set aside \$20,000, which at that time would have provided enough interest to assure \$1,000 annual income. However, during the intervening years interest rates declined so greatly that it was necessary to make the Fund \$40,000 instead of \$20,000. We now have, therefore, in the Scholarship Fund \$80,000 in bonds which furnish the income for the two national awards.

BY 1945 the second scholarship fund of \$40,000 was completed, and we were able to announce that two national scholarships would be awarded thereafter.

The first national scholarship was named the Annie Webb Blanton Scholarship, and the second, awarded for the first time in 1945, was named the Berneta Minkwitz Scholarship.

Many states have succeeded in completing their state scholarship funds and numerous chapters are awarding small stipends not only to teachers but also to prospective teachers. The list of recipients of the National Scholarship Awards follows:

1940-1941—Lillian Minor—Virginia 1941-1942—Dr. Charlotte Elmott—California

1942-1943—Helen Shuman—Illinois

1943-1944—Bessie Stanchfield—Minnesota 1944-1945—Verna Parker—Vermont

1945-1946—Agnes Reigart--Ohio—Annie Webb Blanton Scholarship Dr. Hildred Schuell—Indiana

-Berneta Minkwitz Scholarship

1946-1947—Dr. Ida May Shrode—California—Annie Webb Blanton Scholarship

Dr. Elizabeth Michael-Illinois – Berneta Minkwitz Scholarship

.1947-1948—Margaret Poley—Colorado— Annie Webb Blanton Scholarship Dr. Elizabeth Michael-Illinois - Berneta Minkwitz Scholarship

1948-1949—Dr. Edna Eisen—Ohio—Annie Webb Blanton Scholarship Josephine Moyer — Pennsylvania — Berneta Minkwitz Scholarship

Dr. Jane Carroll, Kansas State Teachers College, Pittsburg, Kansas is the current Chairman of the National Scholarship Committee. Applicants for National Scholarships must submit their applications on forms which will be furnished on request by the National Executive Secretary. Certain regulations apply to the granting of the scholarships and certain obligations on the part of the recipients are stipulated. We have had a number of distinguished applicants for National Scholarships; however, there should be among our members many more people interested in the possibilities of securing some assistance in pursuing advanced study.

#### MEALS FOR CHILDREN

The national school luncheon program was by 15.9 per cent greater in November 1948 than it was in November 1947. It is a staggering fact to realize that 6.9 million children in 48,000 schools in the United States, Alaska, Hawaii, Puerto Rico, and the Virgin Islands participated.

The largest gains were in Vermont, the District of Columbia, Louisiana, Idaho, New Hampshire, North Carolina, Virginia, and Texas. Louisiana made a record by contributing almost twice as much to the school-lunch program as it did last year.

More than 972 million meals were served in 1947-1948, and in 1949 the total will pass the billion mark.

# The Educator's Award

TO Dr. Madalene Veverka, one of the dynamic pioneers in the great organization of California, we owe the impetus for the foundation of the Educator's Award. It was proposed first that one-half the royalties which by 1940 were being turned over to the organization by L. G. Balfour Company should be allocated to the Educator's Award Fund. The amount grew slowly, however, and the prospect of making an award seemed somewhat

or making at

It was in June, 1942 that Annie Webb Blanton proposed that the organization should make a concerted effort to contribute significantly to the purchase of Victory Bonds in order to show our undeniable patriotism and fervent hopes for a speedy victory. The suggestion made by Miss Blanton was that the income from the bonds purchased through the drive should be added to the income of the sum already allocated by constitutional amendment from the Balfour royalties for the Educator's Award Fund.

Accordingly a national committee was appointed to undertake the responsibility for the collection of money to purchase Victory Bonds. To Mrs. Nina Goltry of Iowa should go a very large share of the credit for the success which marked the campaign. About \$13,000 was contributed for the purchase of bonds, and to these bonds \$500 is added each year from the fund accruing from the Balfour royalties. This fund has been accruing since 1940 and 1941 and the bonds now in the Educator's Award Fund total approximately \$17,500.

The income from these

bonds accrued until 1946, when we made the first of what we hope will be a long series of distinguished Educator's Awards. To Dorothy Canfield Fisher, well-known scholar, novelist, critic and educator, we gave the

elist, critic and educator, we gave the first \$1,000 award for her book, Our Young Folks. The Award became even more significant when we discovered that Mrs. Fisher, in characteristically generous fashion, had transferred the Award to a young Philippine doctor who had befriended her son who had died in battle.

In the summer of 1948 the panel of judges gave the Award to Dr. Kate Wofford of the faculty of the University of Florida for her book, Modern Education in the Small Rural School. Dr. Wofford had writeen the first version of her book about ten years ago but revised it extensively during the last two years, and it was the revised edition which was thought worthy of this distinction. Dr. Wofford in turn gave the \$1,000 to the state scholarship fund in Florida to endow a scholarship which should be re-served preferably for women coming from Korea. Her interest in the women of Korea was stimulated by her visit as a member of an educational mission to that country during the late months of

Probably within the next year we shall be able to announce the news that another award can be made. We hope that in the near future this distinction can be conferred annually and

tinction can be conferred annually and that it will insure for educational writing the status that has been achieved through the awards made

by other agencies to contributions in the arts and sciences.

EDUCATOR'S

By agreement with the National Organization which sponsors the two annual scholarship awards the recipients obligate themselves to report to the organization on the progress of the work they are doing. Dr. Eisen has already published her thesis, a copy of which reached us not long ago; and a perusal of Miss Moyer's interesting letter will give evidence of the fact that she too is well on the way to the completion of her doctorate.

A Study in the Geography of Education

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### Educational Land Use in Lake County, Ohio

Edna Eisen

RESENT-DAY changes in the social order are intimately interrelated with many changes in land use, including changes in educational land use. By educational land is meant land used in the carrying on of the educational work of schools and colleges. Description of its use involves, of course, description of the organization, conduct, yield, and products of the educational activities for the carrying on of which that land is being used.

The geographical study of educational land use in Lake County, Ohio is the study of such land use within a given political and school administrative unit of area in northeastern Ohio. Lake County extends eastward for some twentyfive miles along Lake Erie from the county in which the large city of Cleveland has developed. The average north-south width of the county is only about twelve and a half miles. The schools in the area serve 50,020 people, distributed over 232 square miles. The fact that the average density of 215 people to the square mile is higher than that which normally characterizes farm localities, lower than that of cities, and in accord with densities in many urban fringes suggests that activities of many of the people served are those which commonly go on in urban-fringe areas. That such is the case and that the county is undergoing great change in types of occupance became clear to the author even upon very hasty initial field reconnaissance of the county.

The major purpose of the study was to discover: significant ways in which educational elements are intricately interwoven with other elements in the whole man-land association found in Lake County; educational needs and problems revealed by consideration of present educational facilities and their functioning in that particular area; and types of changes which might seem desirable in the light of the findings.

N ORDER to understand how the use of educational land in the county is now functioning there and to discover ways, if any, in which such use of land might be made to function more effectively, it is essential to take fully into account (1) major characteristics of the whole man-land association or complex which gives the area its geographical personality; (2) significant characteristics of the people constituting the active human elements in that complex; and (3) various characteristics of the education which now is being facilitated by the use of the land which there is devoted to educational purposes.

Since no general land-use map of the county was in existence, field observations necessary in order to construct a land-use map were made. This map reveals that educational lands are part of an area which, as a whole, possesses certain urban characteristics such as the manufactural use of some of the land and the use of a very large part of the area chiefly for residential purposes. On the other hand, the map reveals that certain characteristics of the area are those commonly found in rural districts. For instance, the dominant use of a few parts of the area is agricultural, some farming is going on in areas classed primarily residential, and there is much land in which settlement is not compact. The considerable area classed as "idle" land, because much of it is being held for future use for factories and homes, is clear indication that

change toward an increasingly urban character is confidently expected and suggests that such change has been going on.

General types of changes in the population of the county which are closely associated with changes going on in land use are: increase, at a higher than normal rate, in the number of people to be served by the schools; changing distribution of people in the area; and changing percentage of people in various occupation groups. The racial character of the people, their general levels of living and of cultural and educational attainment, and the proportion of people in the various age groups may be significantly affected by such changes, and all have a bearing on educational needs.

DUCATIONAL developments in Lake County may be summarized as follows:

1. There has been a relatively high degree of educational development in terms of the ratio of the number of graded schools to the population of school age.

2. Most of the education is public-con-

trolled, but there are a few church and

private schools.

3. Emphasis of public, church, and private schools is on general education, with the exception of the one private high school for girls and a new special church school for girls.

All special and all college training is non-public and only for girls.

5. All public education is at first and second level (elementary and high school) and all church-related education is at first level with the exception of the one special school for girls. Private education alone is at second and third levels.

6. The organization in the schools in terms of 8-4, 6-6, 6-3, 6-6-3, or some other of the plans is not uniform, each plan be-

ing represented.
7. The administration in terms of school

districts is relatively complex, there being districts in the county system and districts within the county but not of the county system.

Circumstances of the past, details associated with present state law, and current functioning of the schools show that in the present pattern of educational land in Lake County, in present educational activities, and in facilities for carrying them on, there are many holdovers of the past. The work going on in the schools is substantial but conservatively traditional, with little variation from locality to locality.

The overall educational problem, which is one of the major current problems confronting the people of Lake County, is the problem of finding ways and means of bringing about in their county the best educational yield they can, in terms both of quality and quantity, from intensive use of their educational land.

AN IMPORTANT first step in the solution of this exceedingly complex problem is clear recognition of specific needs and difficulties. These include:

1. Need for more opportunities. Very meagre opportunities are now provided by the schools for children less than 6 years old and for citizens of post-high-school age. The scope of experiences provided for those of elementary and high-school ages is inadequate in breadth.

2. Many difficulties now in the way of fulfilling present educational needs are rooted in the present pattern of school districts and associated system of school administration. It is extremely wasteful of expense and energy to have 12 boards of education and 9 relatively well paid superintendents in an area in which there are only 34 public schools and only 10,707

children in these schools.

One of the basic needs is reorganization of the school-district pattern and administrative practices associated therewith.

4. The current state policy of subsidizing through special state aid, efforts of illogically sized and shaped school districts to become educationally self sufficient is not sound if permanent.

5. There is need for careful study of the relative merits of different plans of organization

6. There is need for rooms for special types of work and services. One general conclusion was reached with regard to number and distribution of elementary schools in the county; more elementary schools are needed and they should be more widely distributed than at present. Because of the recent land-use and settlement developments, elementary schools as a whole are now over-consolidated whereas junior and senior high schools are underconsolidated.

7. Teachers in the schools are not adequately prepared to cope with problems of introducing some of the types of additional procedures and activities that could be introduced at once, even before needed changes in facilities are made.

8. The fondness of many people in the county for the present school districts and fears which people entertain with regard to possible results of district reorganization on a larger scale constitute a great difficulty to be encountered in bringing about needed change in school districts.

It will be no simple matter to lead people of the county to bring about a district organization which will make for greater efficiency in fulfilling specific, local educational needs without lessening local interest in community schools, local responsibility for them, and local differences in school work which are in harmony with differences in local educational needs. Communities must learn to work together without losing their individuality. The author suggests intensive study of the possibility of making the county a single school district.

### Josephine Moyer Reports

To all members of Delta Kappa Gamma:

HE year at Clark University, granted me through the kindness of Delta Kappa Gamma, is rapidly drawing to a close, and it is fitting that I should avail myself of this opportunity to report to you concerning the progress of

my work.

My major project during this year at Clark University has been to meet the residence requirements for the degree of Doctor of Philosophy. This includes the usual two language requirements as well. As a result, the major part of the year has been devoted to the required formal class work and the languages, leaving the research problem itself for a later time. year has been so full and rich that I am quite eager to resume my work at Kutztown so that I may share my experiences with the student teachers whom I am privileged to teach. With your permission I will briefly describe a few of these experiences for you.

The year's work at Clark began, as usual, with three weeks of field work. The entire graduate faculty and student body moved into the field camp, and geography was studied "in situ." This, in my estimation, is one of the richest experiences that Clark offers. This year the field camp was established in the Connecticut Valley, with head-

quarters at Camp Aldrich, about nine miles from Holyoke, Massachusetts. After instruction in pacing and mapping of both land forms and their associated land use, each student-team of two was assigned a square mile of land to serve as a laboratory in which to become familiar with the various land forms of the area, to map these forms, and to correlate them with their land use. After this brief period of training, the group entered upon the major problem of the field work-the cooperative mapping, both for physiography and land use, of Hampshire County. An urban study of Holyoke, conducted in the same manner, prepared the way for later work in Urban Geography.

THE area chosen for the field work was especially fortunate for those of us who live outside the glaciated area of the U.S., for it gave us first hand experience with the types of land forms which, for most of us, were merely geographical terms before. After walking over miles of glacial till, climbing the steep slopes of the Holyoke Range looking for evidence of intruded igneous rock, examining eskers, kames, outwash, deltas, and drumlins, these land forms have a reality often rooted in stiff muscles, aching feet, fatigue, and the joy of exploration in the great outdoors. As an advocate of learning through experience, the field camp for me was additional proof of the need for more opportunity for this type of work, (properly adjusted to the student's capabilities), on all levels of learning.

We came to the field camp a group of forty-some individual strangers. We returned to the campus as a group of fellow students, recognizing the contribution each could make to the others, and more fully aware of the friendly personal interest which each member of the faculty has consistently shown for us.

Most of my past training in geography has been by way of the regional approach, at the expense of systematic training in the physical aspects of the field. Because of this I have found the work in physiography and climatology extremely beneficial. I feel that, through them, I have been building a more substantial foundation for the wealth of experience afforded me by my earlier training and my years of museum work.

THE entire year's work has been pointed toward preparation for the required research work. Under the direction of a very able member of the staff, we have been studying techniques of geographical research and the geographical recording of data. Our analyses of the published material in the field not only train for writing, but bring us into contact with the literature in the field in terms of subject matter. In making these analyses

the background given by Cultural Geography, Human Geography, Land Utilization, and Economic Geography is essential.

Since my research problem will be an ethnic study of the city of Reading, Pa., my work in urban geography has been especially stimulating. This is a relatively new field of geography. It is interesting because it offers opportunity for a practical application of geographical training in fields other than that of teaching. I can see in it opportunity for stimulating training for my own students, both in the field of adapted applied method and in stimulated community interest.

Beside the regular class work designed for us here, we have had the opportunity to widen our horizon beyond the limits of the Clark campus through a series of special lectures and seminars under the direction of visiting professors. We heard Dr. Hans Buesch of the Department of Geography of the University of Zurich; Dr. Wallace Attwood Jr., Deputy Director of the Committee of Geo-Physics and Geodetics of the U.S. Military Establishment: Dr. William Herbert Hobbs of Michigan University; and Dr. Urich of the Education Department of Harvard. The subjects of discussion ranged from the Swiss Alps, glaciation, the opportunities for government-sponsored research, to the responsibility of the teacher on the college level. One of the most interesting series of special lectures is that given each week by

Dr. Aires and Mr. Turner of the Oceanographic Institute of Woods Hole, Massachusetts on the physical and economic aspects of the oceans of the world.

IN reporting my progress to date, I can say that the German requirement was met a few weeks ago, and French is under way. The field of investigation for my research problem has been approved and I will begin the library and field work upon returning to my home at the end of the academic year. By the time that this goes to press, I will have finished the year's work in climatology, and will be approaching the examination period in all the other fields.

I am planning to finish all formal class work by the end of May, and hope to take the oral examinations at an early date in September. In the meanwhile I will return to Kutztown to teach during the first six weeks of the summer session, after which I will give myself a six weeks reading period in order to meet the French requirement, and generally prepare for the orals in September. My research will continue under the direction of Dr. Ekblaw, and I hope to complete the dissertation by the end of next summer.

The year has been wonderfully full. It has been a real challenge and I am enjoying it to the full. Its wealth lies not only in the daily contact with an excellent staff of instructors, but also in the daily contact with a fine group of students, drawn not only from all parts of the U. S., but from Europe, Asia and Africa as well.

I appreciate my opportunity, and I hope that my efforts are proving worthy of the support that you have given me.

Sincerely,
JOSEPHINE MOYER.

In France children are going to school near Paris in a building put up in less than two days.

Their prefabricated school, weighing ten tons, was manufactured in Great Britain and flown to Paris. Construction men, working by day and under floodlights at night, assembled the building within thirty hours.

The French Ministry of Reconstruction, heartened by this evidence of what can be done under the urgency of necessity, has ordered the manufacture of 30,000 similar structures in France as one way of overcoming the building shortage in wardevastated Europe.

### FOR ALL PEOPLE

T WAS on December 10, 1948 that the General Assembly of the United Nations passed and proclaimed the Universal Declaration of Human Rights. Those who were present at that Assembly say they will never forget the thrill they experienced as Eleanor Roosevelt, the United States Representative on the United Nations Commission on Human Rights went forward and announced the completion of the Declaration and spoke in its behalf. Secretary of State Marshall called for its approval and by a vote of 48 to 0 the Declaration was adopted. Only eight countries abstained-the U. S. S. R., the Ukraine, Byelorussia, Poland, Czechoslovakia, Yukoslavia, Saudi Arabia, and the Union of South Africa.

Possibly the noblest declaration of its kind since the Magna Carta startled the world, the Declaration is a statement of principles approved as a common standard of achievement for all peoples of all nations. It is not a treaty and imposes no legal obligations. It is, however, an undeniable challenge to all mankind to promote worldwide respect for human rights and fundamental freedoms. From this Declaration the United Nations Commission on Human Rights will complete the draft of an International Covenant on Human Rights which will be a treaty, and which will deal with certain of the basic civil and political rights embodied in the Declaration. The Covenant will first have to be considered by the Economic and Social Council of the United Nations and later by the General Assembly. When that body approves it will then be submitted to individual countries for ratification and only then will it became legally binding on the countries which ratify it.

In too many places in the world there are still systematic and deliberate denials of human rights which lie at the root of most of our troubles and are a grave threat to peace. Millions of men and women ought not to live in daily terror of secret police, subject to seizure, imprisonment, or forced labor without just cause and without fair trial. The community of nations ought not to suffer from the repercussions of such grave wrongs as these offer to the dignity of man. Little by little men and women the world over will ask in increasing numbers of their governments why some of these basic human rights are denied them, and little by little there will grow among the nations of the world a deeper understanding of the fundamental dignity of the human being.

Organizations, schools, other educational institutions are everywhere publicizing this Declaration of Human Rights in the hope that as it is disseminated, read and understood more thoroughly these basic human rights will be achieved more fully

throughout the world.

### UNIVERSAL DECLARATION

#### PREAMBLE

WHEREAS recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

WHEREAS disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind. and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

WHEREAS it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law.

WHEREAS it is essential to promote the development of friendly

relations among nations,

WHEREAS the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

#### Article 2

(1) Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

(2) Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether this territory be an independent, Trust. Non-Self-Governing territory, or under any other limitation of sovereignty.

#### Article 3

Everyone has the right to life, liberty and the security of person.

#### Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

#### Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.



### ATION OF HUMAN RIGHTS

promote social progress and better standards of life in larger freedom,

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nen d to WHEREAS Member States have pledged themselves to achieve, in coöperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

WHEREAS a common understanding of these rights and freedoms is of the greatest importance for the full realisation of this pledge,

Now therefore
THE GENERAL ASSEMBLY
Proclaims this Universal Declara-

tion of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

#### Article 6

Everyone has the right to recognition everywhere as a person before the law.

#### Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

#### Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

#### Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

#### Article 10 .

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

#### Article 11

 Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law



in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

#### Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

#### Article 13

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

#### Article 14

(1) Everyone has the right to seek and to enjoy in other countries asylum from

persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

#### Article 15

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

#### Article 16

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the in-

tending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

#### Article 17

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

#### Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

#### Article 19

Everyone has the right to freedom of opinion and expression; this right includes feedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

#### Article 20

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

#### Article 21

 Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

#### Article 22

Everyone, as a member of society, has the right to social security and is entitled to realisation, through national effort and international cooperation and in accordance with the organisation and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

#### Article 23

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal

work.

(3) Everyone who works has the right to just and favourable remuneration insuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of

his interests.

#### Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

#### Article 25

(I) Everyone has the right to a standard of living adequate for the health and wellbeing of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

#### Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given

to their children.

#### Article 27

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

#### Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

#### Article 29

 Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Na-

tions.

#### Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person and right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

# We Are Coming of Age

ELLA HANAWALT

ROWTH is the only evi-I dence of life." These words of Cardinal Newman spoken a century ago are still apt in their application, both to the development of an individual and to the development of an organization of individuals. They are especially apt in their application to our Delta Kappa Gamma Society, standing as it does today on the verge of coming of age, looking forward into a promised land of incalculable opportunity and responsibility. Coming of age implies differing kinds of maturity, intellectual and spiritual as well as physical. A properly developing organism grows in all aspects at once but, strangely enough, never quite arrives. It is a basic law of life that growth must continue to the end. Not even physically does growth arrive completely, for there is ever required continual renewal of used-up energy and replacement of worn-out The only alternative to growth is regression, and ultimately death.

In its physical growth Delta Kappa Gamma has literally staggered the imagination. Starting in 1929 with twelve National Founders, we have within two decades reached a membership of approximately 40,000. We shall, of course,

continue to grow numerically, though, we hope, cautiously and not too rapidly. As we grow we need to assimilate our new members so thoroughly that they become efficiently working parts of the unified whole, in full possession of understanding and appreciation of their obligations. This is of paramount importance to the organic well-being of our Society. Fundamentally, this places great responsibility upon the local chapter, where the power of selection of members rests. It is a continuing responsibility. Thus far we have grown well, but we may not claim to have grown well enough until every member of Delta Kappa Gamma is familiar with the purposes and design of the Society and aware of the particular niche in it which she herself occupies. Careful selection of members in accordance with the personal and professional qualifications set forth originally by our Founder and reiterated by our present leadership, and careful assimilation of new members as we initiate them into our chapters will insure a constant flow of new energy into Delta Kappa Gamma, worthy replacement of those whom we lose from year to year, and the high type of progress which is so easily within our reach.

S O LARGE a Society requires a carefully designed and meshed pattern of structural organization. Delta Kappa Gamma has undergone numerical and territorial expansion comparable to that of our nation, both in respect to type and to rate of change. The original regional nature of our Society permitted an immediate primary type of participation in all matters by all members in face-to-face association. Today this has become as impossible for us as for our nation. Through the years from time to time as the need has emerged, it has become necessary for us to set up offices, committees, and boards and to delegate duties and responsibilities to Between 1929 and 1949. therefore, Delta Kappa Gamma changed gradually from a primary compact town-meeting form of society to a highly-organized, diffuse and representative form. Our present nine national officers, twenty national committees and two national boards with their state and chapter counterparts constitute a complex administrative arrangement in which the working contacts must be engaged with perfect precision and harmony, if we are to achieve our purposes. This kind of change has imposed new and greater responsibilities upon individual members, as well as upon officers. It requires, in the first place, an enlargement and maturity of mind which was not as essential in the simpler primary kind of organizational structure. As the great sociologist, Cooley, said with reference to society in general, "We live in a system, and to achieve right ends, or any rational ends whatever, we must learn to understand that system." This is a task difficult in itself, and further complicated by the fact that growth continues all the time, not pausing for our minds to catch up. It is a task in which to date we have not entirely succeeded. There are some members in Delta Kappa Gamma who have as yet only vague comprehension of the pattern of the Society or of its program. This fact poses a challenging task for our chapter leaders. Geared nicely into close working relationship with state and national leaders, it is they who must direct the thinking of local members from vagueness into clarity of insight and appreciation. Not until this has been accomplished can members play their proper role in influencing the processes and trends of the total organization, for this kind of community of understanding is an indispensable condition of effective coöperative effort.

In THE second place, this type of organization requires spiritual maturity in members, a quality of personal ethics and social morality which in its growth keeps pace with the growing corporate responsibility. Spiritual maturity is logically the product of adequate understanding and mutual good will. Understanding equips one to anticipate outcomes, to evaluate results, to form valid judgments, to put those judgments into operation

and, insofar as understanding is shared, to put them into operation coöperatively. Mutual good will furnishes the motivating moral force which gives direction to coöperative effort. Neither is adequate in itself; both are essential. Intellectual acceptance gives status and permanence to the idea in mind; the spiritual quality of the group and its members provides the dynamic which moves them together into appropriate action. As we cross the threshold of the new decade, we as individual members ought to study ourselves and seek to learn whether or not we understand our Society, its pattern of organization, its purposes, its program, and its potentialities sufficiently well to be able to make a full contribution toward its progress. We ought to inquire if, spiritually, we fully share the ideals of Delta Kappa Gamma, not merely as they affect the cohesiveness of our own organization, but more significantly as they reach out to influence education and educators elsewhere, at home and abroad. short, each one of us needs to make certain that she is an effectual unit within the Society to which she has pledged loyal service because she understands its pattern and processes and sincerely shares its purposes.

WITH each of us performing her personal part faithfully, our Society in its present form of organization lends itself extraordinarily well to the accomplishment of our avowed purposes. The National Executive Board and the Board of Trustees constitute administrative agencies which are thoroughly representative of our membership and delicately sensitive to its will. The officers-national, regional, state, and localform a system so carefully ordered and interrelated that prompt and efficient conduct of the affairs of the Society at all levels simultaneously is easily attainable. The committees. similarly ordered. break down the total task into its inherent parts, so that all of us work together at our various territorial levels under leadership specially qualified for each task. In addition, among boards, officers and committees there is a free flow of information which makes possible full and intelligent coöperation at all levels at all times. Thus we have the best possible type of organization for successful cooperative endeavor. Most of this organization was, with remarkable foresight, planned at the beginning, although growth and changing times have necessitated a few changes in recent years. The Board of Trustees, though not new, has newly emerged from its forgotten state to become a functional part of the whole. Within the past few years regional divisions have been formed to knit more closely the bond between national and state organizations. A Committee on Planning has been established to review frequently the program of the Society in the light of its purposes and of current changing needs, and to serve as an advisory committee to the Executive Board. Other new committees have been formed to give effect to our expanding responsibilities and to meet the new and broader needs which have come in the wake of the war.

"HESE are changes in organization as such. But changes in organization alone, valuable as they are proving to be, cannot guarantee effectiveness. Delta Kappa Gamma has coupled with them the sine qua non for successful progress toward its goals-leaders of superior competence and personal quality. There is that in Delta Kappa Gamma which attracts to its leadership women capable of sharing its high purposes and willing to give untiring and even sacrificial service in attaining them. They, in truth, in their devotion to the task, are for the rest of us exemplars of intellectual and spiritual maturity at its best. For their service we who are members and all others who are interested in educational advance may be devoutly thankful. But it is not enough that our leaders measure up to this high plane of intellectual understanding and spiritual expression. These virtues must seep through to every single member and be reflected again from each into every single process of the Society. As Coleridge has written:

"Often do the spirits Of great events stride on before the events, And in to-day already walks to-morrow."

As we come of age, we need a rededication of individual members in some such words as these:

"I am an integral and responsible unit within Delta Kappa Gamma. Through understanding, goodwill and selfless service, I pledge anew to cast my shadow across the events of to-day in such direction that they will reflect for to-morrow the realization of the high purposes of Delta Kappa Gamma."

We have not heard from Alexander Meiklejohn, 77-year-old dynamic educator, for a long time, but recently he spoke with his customary vigor. "In the college of the future every member of the faculty will learn to know all the other branches of knowledge making up the curriculum. If students are required to study mathematics, science, literature, philosophy and economics, the same requirements must be laid alike on all teachers. . . ."

Children's books will go to Munich, Germany, very soon through the international youth library set up by the American Library Association. The Rockefeller Foundation provided \$20,000 for this purpose.

### Another Great Pioneer

### Carrie Chapman Catt, Teacher

RENOWN as a world worker for equal suffrage so far outdistanced Carrie Chapman Catt's pedagogical career that her work as a teacher is often overlooked. This unusual woman, the first international leader of the political phase of the feminist movement, came from a long line of pioneers. Her ancestors, hardy English dissenters, had migrated to America in the seventeenth century, and her father had tried his luck in the California gold rush.

After four years at "The Diggins," Lucius Lane returned to New York and married Maria Clinton of Potsdam, but there was no shaking off the Western fever. The Lanes migrated to Ripon, in Wisconsin. Here, Carrie, the second child, was born January 9, 1859.

Ripon was an early stronghold of the Republican party, sworn to prevent extension of slavery into the territories. Lucius Lane became an ardent Republican, but after the scandals of the Grant administration he bolted the party in 1872 and voted for Horace Greeley.

Greeley, who had hitherto been the ablest Republican, now filled his New York *Tribune* with invectives on the administration that permitted the rottenness of the Tweed Ring. His fulminations aroused the Lane family. Young Carrie listened avidly to the discussions.

On election day, her father and the hired man shaved and prepared to go to the polls. "Mother," she exclaimed, "you can't go to town to vote in that dress!" To her chagrin the men and even her mother and brother Charles burst into roars of laughter. "Why you women can't vote." Why shouldn't her mother, wise and resourceful, be allowed to vote? It was not fair, Carrie reasoned.

AT fourteen Carrie started to high school, riding horseback, five miles to Charles City. She finished in three years. Her father had just bought more land, and college was out of the question. Instead she took teachers' examinations, secured a certificate, and a contract for the home school. This was in the fall of 1876. The salary was \$20 a month for spring and fall terms and \$28 for winter.

After a year as a rural teacher, Carrie Lane enrolled as a sophomore at State College, Ames. She washed dishes at nine cents an hour

<sup>\*</sup> From a study by Bessie Lyon, Webster City, Iowa.

until the president sent for her and offered the chance to be assistant librarian at ten cents an hour. In November, 1880, she graduated as a Bachelor of Science. She decided to study law at the State University and worked for a year in the office of a lawyer.

Then suddenly a telegram came asking her to become principal of the Mason City High School. She took the first train, a freight, for Mason City, and the fall of 1881 saw her once more a teacher.

Handling a high school presented difficult problems for the newcomer, but her tact and ability won favor for her, and when the superintendent resigned in March, 1883, Carrie Lane was offered the position.

A WOMAN superintendent was a rarity. Could one succeed? Miss Lane taught her classes in the morning and rounded up truants in the afternoon. She took with her a two-foot tug strap from the harness shop. By the end of the day nine boys were ready to declare that the "Female of the Species" is as hard a hitter as the male.

Carrie Lane's natural ability as a teacher, coupled with her sense of "even-handed justice" brought her immediate election as Superintendent of Mason City schools.

In the spring of 1884 she met Leo Chapman, new editor of the Mason City Republic, as she interviewed him in regard to publication of some articles produced by her English class. He gave her enthusiastic support. In February, 1885, they were married, and Carrie Lane Chapman quit teaching and joined her husband in the newspaper business. A year later they sold the paper and Mr. Chapman went to San Francisco seeking a location. There he contracted typhoid fever and died before his wife could reach him.

Deeply grieved, she turned to secretarial work, but several instances of injustice to women fixed her eager mind on a great purpose—she would devote the rest of her life to changing the political and economic status of women.

She worked indefatigably, visiting legislatures, lecturing, and writing. After the equal suffrage amendment was adopted, she turned her attention to world peace. Her second marriage to George W. Catt was one of harmony and understanding. He admired her rare mental gifts and, as a man of wealth, generously promoted her activities.

Carrie Chapman Catt died in New Rochelle, New York, May 10, 1947 at the age of eighty-three, known to the world as a pioneer for equal rights, but remembered in Mason City, Iowa, as a forceful teacher and administrator.

### Brotherhood Can Be Lived

ANGELINE GALE

American Friends Service Committee Provides The Opportunity



THE slogan for National Brotherhood Week this year was "Brotherhood Has To Be Lived." It was my privilege to have an experience in international living during the summer of 1948 which convinced me that brotherhood can be lived.

For years I have dreamed of a trip around the world, but that was as far as I got on a teacher's salary. When the opportunity came for me to become a member of a "Seminar for Peace," sponsored by the American Friends Service Committee, I considered myself highly privileged. For seven weeks I actually lived with students from sixteen different countries! Rarely do that many representatives of different countries get together for as long a period as seven weeks. A trip around the world wouldn't have given me the experience I had right here in the middle west.

The American Friends Service Committee has been experimenting for many years with ways and means whereby young people may come to know and understand the world scene. With a philosophy based on a deep respect for the personality of the individual and a belief in the power of love to overcome prejudice and suspicion, the committee seeks to bring into focus the real causes of distress and, through experiments based on love and service to one's fellow man, to point out ways which will erase the causes of misery and hatred.

WITH this in mind, the Friends saw a rich opportunity in the post-war years with so many foreign students in this country who will return as leaders to their respective countries. This rich opportunity for international exchange and mutual understanding gave the

inspiration for the seminars. Assignment to a seminar provided opportunity for travel, for widening horizons, and for greater understanding during the summer months when a break from college routine was desired. In some cases students have been brought into the United States for the seminars and then have stayed on in an American college. During the summers of 1947 and 1948 ten such seminars were held at various centers in the United States and several in Europe. The same program is being planned for the summer of 1949.

GENERALLY, college students make up the personnel of a seminar. Applications are carefully screened, and an earnest effort is made to form as much of an international and yet a congenial community as is possible. The members of our group seemed to feel that someone did a wonderful job in getting us all together at Todd School, Woodstock, Illinois for the seven weeks last summer. It was my good fortune to be a member of that group, and I will forever be indebted for that privilege.

As an average, middle-aged American woman I probably had no business applying for student status, but I didn't want to be admitted on any other basis. I vowed that I was going to give my bundle of prejudices a workout and eliminate them, and I certainly was going to see how well grounded my ideologies were. Did I really be-

lieve in the brotherhood of man enough to live it? How flexible could I be in a real laboratory for peace? Did I have enough courage to face problems frankly and fearlessly and devote seven weeks of a teacher's summer to a study of possible solutions? Once in awhile, at the beginning of the summer, I wondered why I hadn't stayed at home in greater comfort where I could live on a lazy, rather indifferent routine.

HEN I began to realize that I needed to clean house by focusing on those things that must come first if progress toward lasting peace is to be made. When I began to feel the "inside me" change, then I knew that I was beginning to grasp the real meaning of brotherhood. It was a thrill to find that I still had enough flexibility in me to throw out old thought patterns and habitual reactions. When I saw the possibility of change in myself, I began to understand how real peace can best be achieved. Brotherhood has to be understood and appreciated before it can be put into action. The Friends were wise enough to realize just that when they planned seven weeks instead of three or four. We all needed the seven weeks!

During the course of the first week, each one of us gave our autobiography. Space will not permit the interesting details you might well share. I do, however, want you to meet the members of the Seminar family. Going south, we found Max from Haiti. Max could speak easily in French, Spanish or English and was an animated version of Haitian culture. Hari, a dental student, splendidly represented Trinidad and a bit of the philosophy of an English colonial. Miquel, a doctor from Argentina, worked hard on learning English until Max pulled in and it became easier to use a translator. Vic, every bit an Englishman, did an excellent job in helping us understand the change through which England is passing. Going across the channel, we come to one of the youngest members of the group, Marietta, our little Dutch girl with a vivid war experience. We were fortunate to have two of the first ten boys to come out of Germany. They came directly to us from the boat-Eugen from Frankfurt and Gerd from Hamburg. And by the way, there is a good deal of difference between a Frankfurter and a Hamburger! Millian, our Pole, very definitely reflected the kind of life he had been forced to live as a Russian prisoner of war.

LARA came to us from Sweden as a representative of the Folk School movement. She was in the United States on a Royal Fellowship to study our progress in adult education. Tibor from Hungary and Elda from Crete had much to share with members of the Seminar. Vedat, our only Mohammedan, was from Istambul and good tonic anywhere! We had five from Asia. Our two from India were

very different—with Prakash representing the practical, and Baidya the philosophical, cultured mind of India. Baidya was a faithful follower of the Gandhian technique. Vicky, Sydney and Henry (their Chinese names are much prettier) represented mostly the southern part of China. Each one made a major contribution to our thinking. Vicky was a petite Chinese girl who was blessed with an amazing assortment of Chinese silk dresses.

CRED, a native of Hawaii but an American citizen, was our prize athlete. Coming to America, we find big Jim, who very splendidly spoke for the American Negro. Elise, an outstanding Negro and the mother of two adorable girls who were with her, stood for all we wished to achieve in real brother-Dorothy, with Czechoslovakian background, and Hope, a Bostonian, were two distinct types of American girls. Lee and Claire, of Jewish background, challenged our thinking continuously in the field of social action. Gunther, originally of German background and a Harvard senior, ably represented the analytical mind seeking tangible solutions to peace. Our Dean and his wife, George and Elizabeth, were the only Quakers in the group and were good for all of us. Tom, our Director, and his wife, Tupper, kept the machinery rolling and well lubricated. As a teacher of social studies and a guidance-counselor, I am afraid that I received much more than than I gave.

ITH each an individual in his own right, our first challenge was to begin the process of promoting group solidarity. It is easy to wash dishes to the tune of a Chinese opera, or scrape carrots while in serious discussion of a world problem. Eating together, singing and dancing together, and batting it out on the tennis court promote understanding. I have a new appreciation of a Swedish meal because I helped Klara roll Swedish meatballs for over two hours. watched the Chinese cook pork chops for their meal instead of American chop suey! I ate an "Indian meal" cooked by the two from India, Vedat from Turkey, and Hari from Trindad. Hari's background was originally East Indian.

Perhaps one of our greatest challenges was the morning period of meditation "in the manner of Friends." Representing every religion in the world, worshipping in silence gave more flexibility, and yet we realized we sought a common focus on a spiritual force directing us toward greater unity. This was not easy, and there were times when it would seem that we would fail. Probably our highest moment was when, on a Sunday morning, we sought to draw from all religions a common basis that would bring spiritual focus on the forces for peace. We adjourned that session realizing that we must

first have a common understanding of the real meaning of truth. There came to be real meaning behind the handclasp with which we ended each morning's meditation.

Six mornings a week we gathered under the trees for serious thinking on the major problems facing the world. Here it was our privilege to share the thinking of the faculty member for the week. Here varied backgrounds, pooled in animated discussion, made one feel highly privileged to be a group participant. During the course of the day it was always easy to think in smaller groups. Understanding through sharing was, after all, our main reason for coming together.

WHEN one remembers that most of the members of the group had been in the United States a year or less, there was need for seizing all opportunities to promote understanding. Remember that we were dealing with educated minds, for most of the group had their first college degree and many their second. Each nationality had its own brand of inconsistencies. We Americans soon realized that as representatives of that greatest democratic, Christian nation in the world we still had the greatest accumulation of prejudices and expressions of intolerance to explain. Where possible, we sought opportunities to explain our concept of democracy or our capitalistic production by direct visitation. every time we planned a swimming party or a social affair away from the school, we had to first be sure that we would be accepted as a group and as individuals.

E ALL seized every opportunity to understand more definitely differences in education, social customs, religion, and political philosophy. One evening I served as the moderator for the most wonderful panel one could dream up to discuss, "Educating for Peace around the World." heard songs and poetry read in many different languages. I never knew that there were so many different ways to waltz! Tricks around the world are different and are fun. I tried to teach Baidya how to drive an American car, and he decided that perhaps he "would rather steer an elephant!" After all, to be able to see beauty in differences and to capitalize on that beauty is somewhat like the master technician who uses differences in color to create the magic of a beautiful stainedglass window! If we could only see that conformity to a pattern frequently leaves us with a pattern, but not always with a beautiful or a harmonious pattern.

The last real test of our common brotherhood was not planned except as it fitted into God's plan. At the end of the sixth week Tang Chin Kang from Shanghai, China, was drowned in the pool. His parents instructed us to bury him in Woodstock. Here again we found differences in religion, in national burial customs, and in emotional

controls. We earnestly sought to satisfy all of the differences in philosophy and faith. It seems that in China one honors the dead by placing new clothes on the body. Vicky came to me in tears because she hadn't been understood when she asked that money be spent for new shoes and a new shirt. Of course national custom had to be recognized, so the new clothes were purchased! Even at the cemetery. after the carefully planned service was over, the Chinese wished to remain until earth was placed over the casket because that was the way it was done in China. The good people of Woodstock are now custodians of an international grave with the inscription, "Brother of mankind-Citizen of the world."

S EPARATION at the end of the seventh week was not easy. The whole group will never be together again, but friendships will go on and on. Eventually each one will be back in his home area with a better understanding and an inner challenge to share the real meaning of brotherhood with others. Perhaps, in the course of the years, an ever-widening circle of influence will pay off dividends and people of goodwill everywhere will actually begin to live what this bit of verse so simply says:

"Beneath the seas, the islands are one. Beneath the races, humanity is one. Beneath the creeds, the love of God is one."

### THE SECOND NATIONAL CONFERENCE

United States National Commission for UNESCO



"I hold the unconquerable belief that Science and Peace will triumph over Ignorance and War, that Nations will come together, NOT TO DESTROY BUT TO CONSTRUCT, and that the future belongs to those who accomplish most for humanity."

—Louis Pasteur.

N MARCH 31, April 1, and 2, 1949 in Cleveland, Ohio there assembled more than 3,000 representatives of national organizations and state and community leaders from all parts of the United States. Representatives from 128 foreign lands joined in the discussions of this great conference led by Milton S. Eisenhower, Chairman of the United States National Commission for UNESCO. The Delta Kappa Gamma Society has been for some time entitled to delegate representation in such assemblies, and some months ago we received an invitation to send three certified Accordingly Dr. Virdelegates. ginia Sanderson, State President of Ohio; Dean Eleanor Dolan, Flora Mather College, Western Reserve University; and the National Executive Secretary acted as delegates for the organization. The meeting began with an orientation session which outlined the history, the organization, and the program of UNESCO.

The first plenary session, "Paths to Freedom and Security," was a stirring augury of the still more thrilling events that were to come. There was an imposing processional of the United Nations flags. The Lincoln High School A Cappella Choir sang "One World. Dean Rusk spoke for the Department of State, and Milton Eisenhower outlined his belief in the way the people can work with UNESCO. Sir John Maud of the United Kingdom spoke on "The Achievement and Promise of UNESCO."

There was a large reception and tea given in the Exhibit Hall by the Cleveland Sponsoring Committee. The hostesses were costumed in the dress of various nations and offered native national delicacies which they had prepared. By evening of the first day the conference had broken up into more manageable smaller groups. Section meetings were held on "Where the United Nations Stands," on "Hu-

man Rights and the World Community," on the "Advancement of World Civilization through Arts and Sciences," on "Educational Reconstruction through UNESCO," on "World-Wide Communication through the Interchange of Persons," and "Education for the World Community." Each delegate was permitted an entrance ticket which entitled him to admission to only one of the sections.

The section on "Human Rights and the World Community" presided over by the eminent Clarence A. Dykstra, Provost of the University of California, was a stirring evidence of the interest in the Universal Declaration of Human Rights. Max Ascoli, the author of The Power of Freedom, gave the keynote address, and eminent representatives from various outstanding colleges and organizations and the State Department participated in a panel discussion.

ON Friday, April 1, the group meetings began. Again each delegate was permitted to attend only one meeting. The groups were still smaller assemblies than there had been at the sectional meetings the night before, and in consequence there were an immediate understanding and freedom of expression which might not have been possible in larger groups. Press and magazines, radio and television, films, the elementary schools, the secondary schools, colleges and universities, the teacher-training organizations, the professional and scienti-

fic organizations, the adult education services, libraries, theaters, museums, business, farm organizations, youth organizations, international affairs organizations, civic organizations, religious organizations, and nationality groups all had opportunities to assemble and to discuss the problems of UNESCO and how their representative groups might bring into being a practical understanding and implementation of the objectives of UNESCO.

HE second plenary session on "Freedom and Human Rights" was probably the highlight of the sessions. Fully nine or ten thousand people assembled in the great main hall of the Public Auditorium. It was the only session open to the public, and only after the delegates had been seated were other persons admitted. Jaime Torres Bodet, the new Director General of UNESCO, made a stirring address on "UNESCO-A Personal Faith." Mrs. Franklin D. Roosevelt spoke on "Making Human Rights Come Alive." Her simple, beautifully phrased sentences were eloquence born of deep conviction. Her magnetic charm captured the entire audience, and they gave her a heartwarming ovation. The "Symphony of Freedom" arranged by Howard Hanson, the head of the Eastman School of Music and a member of the United States Commission, was a breath-taking experience. great Cleveland Orchestra, the Orpheus Male Chorus, the sonorous beauty of the narrator's voice, the ecstatic lyric voices of the soloists in the descant of the hymn, and the final arrangement of the great hymn, "God of Our Fathers," all combined to make of this evening an unforgettable experience. Surely no one who attended that meeting will ever forget the drama, the color, the pageantry, and the soaring beauty of the program. It was an eloquent demonstration of what can be done to make peace dramatic, to give it the color and allure that war and the preparation for war so often furnish.

Throughout the sessions the eloquent affirmation of Louis Pasteur was emphasized again and again not to destroy but to construct. It met one at every turn. This was the subject of the third plenary session on Saturday morning, April 2. In the afternoon the time was devoted to a discussion of international work camps, to state and local UNESCO councils, and to aid to war-handicapped children. The Cleveland Playhouse, the Cleveland Museum, and the Cleveland Cultural Gardens all sponsored special programs. Altogether the sessions of this Second National Conference of the United States Commission for UNESCO was one of the most stirring evidences of our time that peace can be attained and that human brotherhood is not so remote a reality.

#### FROM THE UNESCO COURIER

The photographs of European children taken for UNESCO last year which appear in the current issue show with heart-breaking clarity some of the problems of Europe's war-handicapped children and the efforts being made to educate them. The memory of violence still haunts their lives.

The millions who cannot read, the millions who have been retarded need security, self-expression, education, and the sense of belonging to a social world. These children who were lucky enough to have survived their parents are far behind their normal place in school, and those just beginning school lack teachers and equipment.

The teachers in those countries must be fit to handle children whose only memories are of war, poverty, destruction and black markets.

Gradually, against the ruins, there is a reaching out. The physically handicapped must be given both the skill and the will to life. The deaf must communicate with the hearing. The crippled must learn to walk. The blind must be given the faith to reach out in the darkness. The saddest of all the children are the delinquent, the lost, the orphaned. Left alone, they reach out in the ways they know best. Where there is no encouragement, energy and new strength they go an old way—the road through the juvenile court into the reformatory.

## Down Mexico Way

HILDA HAHN

DO YOU have any disinterested pupils in your classes? What is wrong? Is it you, your classes, or is it the students? Of course, we have explanations to offer, but isn't it difficult to convince these students that education is of great importance, even to them? Wouldn't it be interesting to teach pupils who consider education a privilege?

In the United States education is one of the many things which most people take for granted. How different it is south of the border, "Down Mexico Way"! Do you know that not even half of our Mexican neighbors can read or write? No, they are not proud of this fact, and every effort is now being made to wipe out illiteracy. All over Mexico, one can see huge "Each One, Teach One" signs. If a man is literate, it is his duty as a citizen of the country to teach others-in fact, in 1944 President Camacho decreed that every Mexican who could read and write must within the next year and a half teach reading and writing to at least one illiterate person.

T IS only since 1910 that education has been of importance for the common people. Those Mexican children who are privileged to attend the public schools are taught much more than to read and write; they are also taught, farming, hygiene, marketing, sciences, mathematics, English, etc. The students with whom our high school students correspond in Monterrey, Tampico, Mexico City, and other places reveal that they usually take ten or twelve subjects in their "secundario" and "bachillerato" schools.

But why is there so much illiteracy in the "Land of the Aztecs"? Perhaps the language problem is the greatest barrier. Although Spanish is the official language of the country, many Mexicans cannot understand it at all—in fact some of them can understand only people in their own dialectic group, and there are seventy-five different dialects!

F COURSE, most of the illiteracy is in the isolated mountain regions. The teachers who teach in some of these places can give no thought to their own comfort or profits. No; they must be true missionaries. The eagerness for education even in the most remote villages is most encouraging. In Rosa Guido's book, Mexico

Speaks, a villager says, "For I would rather have my two eyes taken out than to let this my boy become a man as ignorant as myself."

Nothing in Mexico can be changed or reformed in a hurry, for it is the land of mañana and "Mañana is anywhen" they say. This slow tempo naturally slows down educational progress.

All of the illiteracy is not in the isolated regions; even in the largest cities much of it is to be found. In nearly all of the classrooms which we visited, we found them very overcrowded in spite of the fact that there were many children of school age on the streets during school hours. Often we would visit with these black-haired, browneyed children and would ask them why they were not in school, and almost invariably they would say, "Oh, we want to go to school; we went the first day, but there was no room for us, so we shall go back some other day." Think of it! No room for them!

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Other causes of educational retardation are lack of unified direction and coöperation, too much politics in educational programs, and lack of adequate funds.

proud of themselves for their achievements; they feel that they have accomplished something really worth while. No wonder engineers, teachers, lawyers, and other professional people use their titles before their surnames.

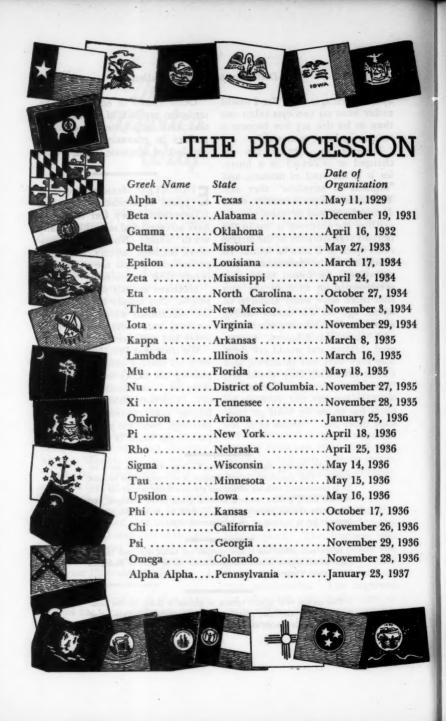
Mexicans are not dull, ignorant people; they simply have not had the educational advantages which we have had; many of them have never had a chance.

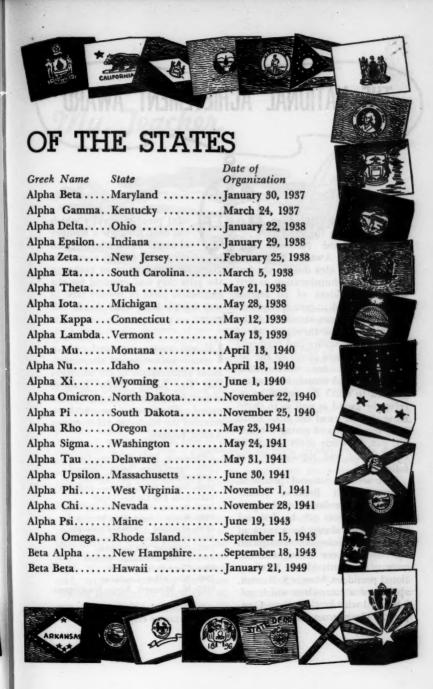
We trust that President Alemán, with his zeal for progress, will not give up his efforts to combat illiteracy or "analfabetismo," as they say. With both children and adults feeling that education is a real privilege, doesn't it seem that a big part of the battle is won?

Harold Taylor, Sarah Lawrence College President, said recently: "The American college student is over-organized because he is confronted with an education systematically bound up with credits, units, grades, majors, minors, grade point averages, and other educational preventives. . . . And he is under-educated because he is treated as an intellectual child. . . ."

Safety education has a new project on hand this year in the high school driver education conference to be held at Jackson's Mill, West Virginia, October 2 to 5.

The eleven-year school system is almost a thing of the past. By 1950 only Georgia, Maryland, and Virginia will have some of their pupils under eleven-year systems.





# THE NATIONAL ACHIEVEMENT AWARD

O Dr Annie Webb Blanton we owe the inspiration of the National

Achievement Award. conceived the idea during the last year of her administration as first national president of an annual award designed to give special recognition to some member of the organization who through work of national significance had furthered the purposes and ideals of the So-Upon her recommendation a national committee was appointed to select the person to receive the award as well as to determine the nature of the gift. Until 1936 the custom of giving a bracelet, pin, or some other article of equal value and significance was followed.

The second national president, Norma Smith Bristow, recommended in her last annual report that a distinctive gift be designed which would always be a mark of national achievement recognized by the members throughout the country. Accordingly the third national president, Mamie S. Bastian, appointed a committee which collaborated with L. G. Balfour Company. The outcome was the beau-

tiful piece of jewelry which has been used for a number of years. Those who received the earlier awards were later given an opportunity to exchange

the gifts they had received for the distinctive piece of jewelry now in use, a replica of which heads this

page.

T was appropriate and only a small indication of the unanimous appreciation of the members that Dr. Annie Webb Blanton should be the recipient of the first award. The list of those who have received the National Achievement Award follows:

1933-Annie Webb Blanton-Texas

1934-Agnes Ellen Harris-Alabama 1935-Mamie S. Bastian-Texas

1936-Norma Smith Bristow-Alabama

1937-Eula Lee Carter-Texas 1938-Berneta Minkwitz-Texas

1939-Birdie Adams-New Mexico

1940-Madilene Veverka-California 1941-Maycie Southall-Tennessee

1942-Margaret White-Ohio 1943-Emma Reinhardt-Illinois

1944-Clara Parker-Texas

1945-May Allen-Louisiana

1946-M. Margaret Stroh-Washington,

1947-Birdella Ross-Minnesota 1948-Katharine Obye-Illinois

# My Jeacher



#### BOB SMITH

The vigorous efforts of the Selective Recruitment Committee in Oklahoma have been productive during the last several years of astonishingly good results. The work done by the members of our organization in that state has been signally acclaimed by educators throughout the state. One of the most significant efforts made by those interested in selective recruitment has been in the direction of enlisting the interest and shaping the attitudes of boys and girls still in high school through essay and poster contests. A surprisingly large number of responses has come from students all over the state in both types of contest, and those who have been working on this problem feel richly repaid by the evidences of interest in and mounting enthusiasm for the teaching profession.

The essay published below under the caption "My Teacher" was written by a boy in the twelfth grade in the McAlester High School. His teacher, who was probably largely responsible for his philosophy about teaching, is Miss Margaret Young. It received the first prize in the Oklahoma contest. The essay is written purportedly as a letter from a grandfather to his young granddaughter on the eve of graduation from college. The idealism, sanity, and understanding of the boy who wrote it are noteworthy. If we are bringing into the profession boys and girls like this, we shall feel richly rewarded for the efforts we have made.

#### MY DEAR LOUISE,

I am writing this letter from my study and shall mail it tonight, so that it will be sure to reach you the day of your graduation from college. No doubt you are all excited, and, with the packing and last minute details to be taken care of, you are probably too busy to do more than glance quickly through my letter. I am sorry that I cannot be with you on the Big Day, but that is impossible, so I shall let this letter convey to you my congratulations. I want you to know how proud I am of you for the many fine things you have done in college. Certainly you deserve all the happiness the world can give you. In return you must give the world

of your knowledge and youthful energy, but I am sure that you are well equipped now to do that.

I have been doing a great deal of thinking about you and the thousands of other young men and women like you who are in a few more days to enter upon your life work of teaching. During the last four years you have learned much about the subjects you will teach, and about the children whom you will be teaching. These, and many other necessary things you have learned in college. Yet, I wonder . . . are you sure that you are prepared for this sort of a career? I do not mean prepared with a formal education, as important as that is; but, rather, prepared with a clear knowledge of what your responsibilities as a teacher will be. I can recall, in particular, one teacher I had when I was a boy. She was more than just a teacher of books; she taught us life itself. I want to tell you about her, in the hope that it will help you to see your objectives in teaching.

In the country, life is different from your city life. When I was young, the men in our family were up before dawn and quit only when it was too dark to see to work. The ground had to be plowed and crops planted and harvested. We had little time for schooling. At the best, we could get in only a few weeks, possibly a month or two of school at a time. The ground was our life, and it received our greatest attention. We expected to be farmers too, and it was our job to

help with the work, so that when we grew up we could have a farm of our own. Some of the parents, who had not had the opportunity for any education at all, were suspicious of "book learnin'." Then, as now, there were many obstacles to confront a young teacher.

It was into this life that Mary Davis came, fresh from college and armed with Blue-backed Spellers and boundless courage. She had grown up in the country, and she knew more than just the contents of the books she carried. She knew how to sew and cook and spin, and when necessary she could plow as straight a furrow as any man. She stayed with the preacher's family and walked two miles to and from school each day. The little school had just one room and that was not made for comfort. Rude benches, backless and rough, served as desks for the pupils; she had to plug the drafty cracks between the logs herself.

But still greater difficulties that Mary Davis encountered were from the children and their parents. Then as now, some boys and girls would rather go swimming in the mill pond than sit in a schoolroom. She spent long weeks gaining the confidence of the children and developing in them a desire to attend school. They learned, however, that there was far more to education than they had ever supposed. She took them out into the fields, there to discover the beauty and life that before they had never taken time to notice. She told the

girls little secrets of cooking that would make their mothers and appreciative "men folks" smile in delight. Boys who would have once put a grass snake in the teacher's chair because they resented her lack of love and understanding would now bring snakes into class as a part of their nature study. They learned how to make the most of their land, and methods of crop rotation and conservation. ents found that their boys and girls could tell them more than they themselves knew about planting or harvesting or taking care of the

For many years Mary Davis labored with prejudice, suspicion, and indifference. Parents who were once distrustful of education slowly came to see the results of it, and they were proud of their sons' and daughters' ability to spell and figure. From their indifference grew interest, and she began to hold classes in the evenings for farmers and their wives who wanted to learn to read and write. The people began to discover the world about them, and how to make better use of their land and Mary Davis brought livestock. with her more than just her books; she brought the key to abundant life.

We children learned to know "Miss Mary" better than most of the people, and the more we knew her the more we loved her. She had a quality of inspiring trust and friendliness in everyone whom she met. The roughest people were nonplused by her quiet, yet firm attitude. Her patience was endless, and I never saw her angry at a pupil for a mistake or accident. Deliberate mischievousness or thoughtless acts brought a gentle rebuke and a look that spoke louder than any words. She never had any discipline problems with her students. and impudence or impoliteness were unheard-of. She had her faults, as all of us do, but, of these, kindness might be said to be her

greatest weakness.

Mary Davis was always ready to help anyone in trouble. There were many nights that she spent at the bedside of a neighbor who was ill. The absence of a doctor in the area made her, with her admittedly scanty knowledge of medicine, the country nurse, an undertaking which she did to the best of her ability. She had the opportunity to make full use of her ingenuity, for each new circumstance brought different problems. Resourcefulness might well have been her motto, so logically and practically did she respond to every difficulty she faced. "Miss Mary" could always be relied upon in any emergency, however adverse the conditions or difficult the task.

For her, teaching was not restricted to certain hours, but all of the time. She often went out of her way to talk to a friend who needed encouragement or advice. She could frequently be seen with the children who were always near her. Often she would accompany the parson on his calls and entertain the young folk while the family visited with the minister in the parlor. Her ready wit and natural friendliness made her stimulating to hear, and she had a way of making even the dullest subject one of interest. Her manner inspired confidence and truthfulness in those whom she met. In all she combined most of the virtues necessary to the teaching profession.

It has been a long time since I sat on those rough, backless benches in the little schoolhouse, yet it was there that I first discovered myself and the world. Her purpose in teaching was to stimulate our desire to learn, to teach us how to live with each other, and to help mold in us characters of strength, courage, and faith in God. How well she succeeded it is impossible to measure; yet, in looking over the history of our nation, we can see how it came to pass that men and women from humble log cabins became the leaders of our nation. Scientists, teachers, philosophers, statesmen, and a host of others rose from simple lives wrought of ironclad character. My teacher and thousands of others like her who gave their lives to the teaching profession have literally shaped the destiny of our great country today, and they will continue to do so as long as young men and women like you will answer the call to teach.

It does not matter that you are living in a modern world. There are still vast educational frontiers to be pushed back, and you will find that your problems will parallel my own teacher's problems a great deal. You will have to deal with prejudice, indifference, and suspicion just as she did. Your problems, however, will be those of a complex, rapidly moving nation. They will require of you what they required of her: patience, kindness, love, unselfish giving of time and talents, personal inspiration, and all the other virtues so necessary to the success of your work. There will be many difficulties, yet the results will repay you a thousand times. The little red schoolhouse is fast disappearing from the scene and being replaced by modern schools, but the pioneering spirit of Mary Davis will never die as long as there is an America, and as long as there are educational boundaries to be surmounted. As a teacher, you have a responsibility to the world; follow Mary Davis' example, and make the most of your life. The world is waiting!

Affectionately yours,

GRANDFATHER.

They say it will be more difficult for 1949 high school and college graduates to get jobs than it was for 1947 and 1948 graduates.

### THE SUMMER REGIONAL MEETINGS

ALL members are fully aware by this time that under the provisions of the revised Constitution we have biennial National Conventions and Regional Meetings in the alternate years. The Regional Meetings have been carefully planned by the several Regional Directors, and it is our hope that this first coordinated attempt to bring the national organization of the Society within the reach of many more members will result not only in record-breaking attendance but inspiration as well to thousands of those who would not otherwise be able to attend a national meeting.

We are supplying you with all the information that is now available about the several Regional Meetings, and we hope that many of our members who find it impossible to attend a meeting in their own region because they are vacationing elsewhere will discover that there is a Regional Meeting within reach. Members anywhere in the United States are welcome

at any of the scheduled Regional Meetings.

### NORTHWEST REGIONAL MEETING

### Ella M. Blunk, Regional Director

THE Northwest Regional meeting will be held in the Many Glacier Hotel, Glacier Park, June 20, 21, 22. Tentative reservations have been made for 200 persons to be roomed in suites of two double rooms with connecting bath at the minimum rate, four or more persons to a suite. The cost per person per day will be \$9.50, including meals. This includes the Birthday Luncheon and the Founders' Banquet. The registration fee will be \$2.50 per person.

Members are asked to plan to arrive at Glacier Park Station on June 19. Those coming by train from the East will have luncheon

at the Glacier Park Hotel and then go by bus to the Many Glacier Hotel that afternoon. Members arriving by train from the West are instructed to eat dinner on the train prior to arrival at Glacier Park Station. Buses will be awaiting their arrival to take them directly to the Many Glacier Hotel.



This gives the motor buses ample time to make the trip in broad day-

light.

Transportation to and from the Many Glacier Hotel is \$13.50 for the round trip, plus 15 per cent transportation tax. This is from Glacier Park Station. However. inasmuch as this may be the first trip to Glacier National Park for many, the Glacier Park Company suggests that members plan to take the bus trip over Going to the Sun Highway and Logan Pass the day they depart from the Park. This would make their departure from Belton, Montana, which is the Western Gateway to Glacier National Park. This trip is one of the high spots of Glacier Park and affords some of the most spectacular scenery of that section of the country. The bus fare on this basis, which would give the members a complete tour of Glacier National Park, would be \$15.75 per person, plus 15 per cent transportation tax.

Members who plan to arrive by bus or private automobile are asked to give the approximate hour of arrival. Unless the driver is accustomed to mountain driving, it has been suggested that the car be left on more level ground and the trip finished by train or bus.

It will be wise to bring warm clothing, for June is said to be quite

chilly in the Park.

The meeting will feature both work and play. Each of the eleven states in the Northwest Region has been asked to participate in the planning of some part of the program or an activity. Everyone in the Northwest is interested in making this gathering a real success.

One half-day will be devoted to the coordination of Legislation, Teacher Welfare, and Program Committee Planning. A workshop in Leadership Training will occupy another half-day. There will be a symposium on "What's Ahead for Delta Kappa Gamma?" Round tables for presidents and treasurers as well as committees will also be featured.

Dr. M. Margaret Stroh will give the address at the Founders' Banquet. The speaker for the Birthday Luncheon is not yet definite. Several national officers and committee chairmen have said they hope to be able to attend.

One evening members will be free to dance in the Grill Room, chat about the fireplace, or sing and play. Arrangements are being made for a Park Ranger to give a talk on Glacier National Park as another evening's entertainment. One afternoon will be open for scenic trail hikes in the Many Glacier vicinity. There are saddle horses available at the Many Glacier Hotel and regularly scheduled rides to various scenic points of interest. For those who do not wish to engage in too strenuous activity, there is a launch ride available on Swiftcurrent and Josephine Lakes with a short walk and ranger naturalist talk at the upper end of Lake Josephine.

The maximum number of reservations Delta Kappa Gamma may make at the Many Glacier Hotel is 250. Therefore, it is wise that reservations be made early. Any member, whether from the north or south, east or west, is welcome.

Those who plan to attend the Northwest Regional meeting this summer need to remember several

things.

1. Reservations should be made before May 16 with Miss Eunice Arnold, Blackstone Apartments, Grand Island, Nebraska. (Cancellations will be accepted until May 29.)

2. Give name and address for whom reservation is made.

3. Indicate preference of person or persons to be placed in same room or suite.

4. Give date expecting to arrive (the hour if coming by bus or car).

5. State how coming: (a) by bus or in own car; (b) by train from the East; (c) by train from the West.

#### SOUTHEAST REGIONAL MEETING

## Henrietta Thompson Regional Director

Time: Tuesday, Wednesday, Thursday, August 2, 3, 4, 1949. Place: Jacksonville, Florida.

Headquarters will be the George Washington Hotel. The May-flower Hotel is also reserving rooms for us. Both hotels are air-conditioned. Rates are \$5.00 and \$6.00 per person single. Double rooms with double beds \$6.00 and \$7.00 and twin-bedded rooms \$7.00 to \$10.00 per day. There are very few single rooms. Do arrange to



share a room with a friend or request the hotel to place you with another Delta Kappa Gamma member. Please write directly to the hotels for reservations.

The Birthday Luncheon, celebrating 20 years of Delta Kappa Gamma. Surprise decorations by Kappa and Gamma of Florida. Reservation, \$1.75.

The Founders' Dinner, with procession of State Presidents. Special decorations by Omicron and Epsilon of Florida. (Dress is semiformal; bring an evening dress if you have one. If you do not, come anyway.) Reservation, \$3.00.

State Luncheons: These may be held Thursday, August 4, if desired. State presidents should write directly to Miss Clevie H. Cullum if they wish to arrange a luncheon for their members.

Breakfasts: For State Presidents and Executive Secretaries. For Chapter Presidents. Both of these are scheduled for Wednesday morning. This will afford an opportunity to discuss informally common

interests and problems.

Recreation and Fun: Wednesday afternoon and evening will be left open for recreation and fun, or for trips to nearby spots of interest. You can see old friends and meet new ones.

Tours and Trips: Florida will have some suggestions for visiting nearby points of interest immediately before and after the convention. State and chapter presidents will be sent information.

Meetings: These are planned to stimulate and refresh, to give new ideas and to reinvigorate old ones.

Workshop and Committee Round Tables: Such subjects as organizing and orienting new chapters, building the chapter program, techniques of discussion, community service, and the work of new committees will be discussed.

Speakers: Miss Birdella Ross, the National President, will attend. There will be other outstanding speakers and program participants from within and without the re-

gion.

Attendance: Every chapter should feel responsible for sending its chapter president. Officers and committee chairmen, both state and chapter, will find the meeting valuable. Members will receive much information and stimulation. We hope everybody will enjoy it.

All Delta Kappa Gamma members, both within and without the region, are cordially invited.

Chairman of Arrangements: Ma-

mie Ruth Douglas, 1812 E. Jackson St., Pensacola, Florida,

Go-chairman: Clevie H. Cullum, 2254 College St., Jacksonville 4, Florida.

Tours and Transportation: Mrs. Isobel Powell, 4752 Kerle St., Jacksonville 5, Florida.

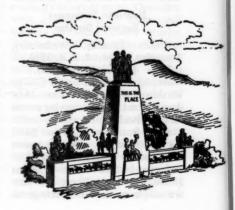
Please make your reservations with Miss Cullum for the Birthday Luncheon and the Founders' Dinner by July 28.

#### SOUTHWEST REGIONAL MEETING

## Phyllis P. Ellis, Regional Director

Place: Salt Lake City, Utah. Time: August 9, 10, and 11, 1949. Headquarters: Newhouse Hotel. Reservations: Housing Bureau Delta Kappa Gamma, P. O. Box 329, Salt Lake City 8, Utah.

Accommodations: No information available as yet.



Program: Programs of all regional meetings will follow in general the same plan. The Southwest Regional Meeting will feature a dinner on August 10 and a luncheon on August 11. In addition there will be opportunities for recreation. Each state in the region will have charge of one part of the program to insure the participation of as large a number of members as possible.



## NORTHEAST REGIONAL MEETING

## Vera M. Butler, Regional Director

AS the time draws near for your annual meetings and for spring bulletins in each state, you will want information about our Regional Conference. Plans are taking shape but some details of program are not ready yet. Here is the outline.

Place: Rochester, New York. A lovely city on Lake Ontario. Easily reached from all of our states by New York Central Railroad or by the B. & O. from the south.

Hotel: The Sheraton. Single rooms from \$4.25-\$5.85 with bath. Double rooms—twin bed and bath, \$7.50-\$8.35. Reservations made with Mrs. Gladys Parker, 53 Modelane Lane, Rochester 10, New York. We may use Hotel Senaca for overflow, so make reservations early.

Dates: August 15-16-17. Registration starts Monday morning. Program in the P.M. Tuesday, Program in morning. 1:00 P.M., Birthday Luncheon. P.M., sight-seeing and some local plans. Wed-

nesday, Workshops on Legislation. Program, Teacher Welfare. P.M., General meeting. 7:00 P.M., Founders Banquet.

Expenses: Hotel—see price list. Registration — \$1.00, Luncheon — \$2.00, Banquet—\$3.50. For other meals there are nearby tearooms and restaurants as well as the hotel services.

As no business will be done at this conference we shall have time for study programs and for inspirational exchange of ideas. Dr. M. Margaret Stroh will be with us to guide our discussions. She will hold a study session for all chapter and state presidents and treasurers to help in the problems we all meet.

The local chairman, Miss Marion Masoner, and Eta chapter in Rochester are doing a grand piece of planning for us. Rochester is near to Niagara, Canadian resorts and the lovely Genesee Valley. Plan your vacation trips around this meeting.

# Regional Education in the South

MARTHA CHAPMAN

, operation in higher education is now in process of adoption by the various southern states. Fourteen governors signed the Regional Education Compact, which has given impetus to this forwardlooking program, acclaimed by educational leaders as "the most significant movement in higher education since the turn of the century." 1 The compact, drawn up at Tallahassee, Florida, in February, 1948, provided for a Regional Education Council composed of the governor and two citizens of each state that is a party to the Compact. In every case the citizens appointed by the governors have been leaders in education. The Council is charged with the responsibility for making "a thoroughgoing survey of higher education in the signatory states, using such staff and such Foundation funds as may be available; . . . (directing) immediate attention to the necessity for the early establishment of regional schools or institutions covering the fields which have been indi-

TEGISLATION for regional co-

A partial list of suggested areas for investigation include (1) conservation of game and wild life; (2) en-

cated by the subcommittee as being urgent,

including the Meharry institution."3

gineering (aeronautics, ceramics, mining, petroleum, textiles); forestry; medical and health services (dentistry, nursing, medicine, public health); veterinary medicine. The Compact requires the legislative approval of six states. Already three states have adopted the program, which, if ratified by three others, will enable them to enter into agreements effective in the fall of 1949.

Millard F. Caldwell, former governor of Florida, serves as chairman of the Regional Council for Edu-(The Compact, under cation. which Caldwell served as chairman while governor, was amended to permit him to remain in that capacity as a private citizen.) Dr. John Ivey is executive director with offices in Atlanta (201-101 Building, Marietta St.) The Council, a non-profit corporation, was given authority to receive and spend money to plan interstate colleges. From the Council headquarters comes the following statement of policies:

1. Each state is responsible within the limits of its resources for making available adequate facilities for higher education to its own citizens. In doing so, each state takes into consideration the contributions made by institutions not under public control.

<sup>&</sup>lt;sup>1</sup> Dr. Fred McCuistion, Asso. Director of General Education Board, Gainesville, Florida, Conference, March 4, 1948.

<sup>&</sup>lt;sup>a</sup> Minutes: Southern Governors' Conference, Tallahassee, Florida, February 17, 18,

Continuation, expansion or establishment of educational services is guided by needs of the states.

The quality of educational services provided is the highest possible consistent with the resources of the state.

4. Adequate educational resources are made available for all citizens.

5. Insofar as possible, needed regular educational services are provided through special arrangements among existing institutions. Regular facilities are established and directed by the Board only when no existing institution can satisfactorily provide needed services under the system of regular collaboration, or when, because of statutory or constitutional limitations, states cannot collaborate in supporting existing institutions.

 Regular services, whether developed at existing institutions or directed by the Board, are subject to applicable state and federal laws and court decisions.

7. In undertaking large scale research, the Board secures, insofar as possible, the collaboration of existing organizations and institutions.

8. The Board in its study and administration will collaborate with appropriate professional and accrediting organizations.<sup>8</sup>

When the program has been adopted by the state legislatures the Council will be superseded by a permanent inter-state Board of Control for Southern Regional Education. Membership on the Board shall consist of the governor of each state, ex officio, and two additional citizens of each state to be appointed by the governor thereof, at least one of whom shall be selected from the field of education. Their terms of membership (five years) will be staggered.

"It shall be the duty of the Board to submit plans and recommendations to the States from time to time for their approval and adoption by appropriate legislative action for the development, establishment, acquisition, operation and maintenance of educational schools and institutions within the geographical limits of the regional area of the States, of such character and type and of such educational purposes, professional, technological, scientific, literary, or otherwise, as they may deem and determine to be proper, necessary, and advisable." 4

The Board of Control will be assisted by a board of consultants composed of one negro from each state.

Cooperation on the part of Southern States gives promise of better education and more enriched living for a section that has found independent state action inadequate. The program is expected to affect the whole economic and cultural status of the South through the development and conservation of its raw materials and human resources. Regional education will provide "sound, comprehensive, and high quality educational op-

<sup>\*</sup>William J. McGlothein, Higher Edusation, Vol. V, No. 9, Jan. 1, 1949, p. 98.

<sup>\*</sup> The Regional Compact.

portunities, with special relation to the professional, technical and graduate fields," according to the Council's statement of purpose. States unable to finance first class medical schools will pool their resources to establish unsurpassed medical training centers. Likewise in engineering, states unable independently to provide adequate education in mining, or in textiles, or in aeronautics may combine the resources of any two or more to establish such schools, schools of a higher quality than any state alone could develop.

There is evidence that counterparts of this significant development may appear in other sections. Owen D. Young has said:

"Regional planning will be necessary in the North. The South has an opportunity to lead the way in regional planning, and it can get it going quicker than any other section." \*\*

In sparsely settled areas and in other areas where tax income does not warrant independent schools, coöperative planning may solve the education problem.

\* Conference, Gainesville, Florida, March 4, 1948.

#### HOES IN HAND

Twenty-seven rural young men and women from 20 states are preparing to sail in June for a summer on farms in ten European countries. The Extension Service of the United States Department of Agriculture has announced their selection as United States delegates under the International Farm Youth Exchange Project. Ranging in age from 18 to 25, these young people were nominated for the exchange by the extension officials at the land grant colleges in the several states. They will go to Belgium, Denmark, Finland, France, Great Britain, Ireland, Netherlands, Norway, Sweden, and Switzerland.

For a year this farm youth exchange project has been in operation. Under the arrangement, American rural young people on invitation live and work with farm families in European countries. Selected European rural youth from cooperating countries are invited to share similar experiences on American farms.

on American farms.

The purpose is, obviously, to develop an "informed junior farm leadership" and give the young people an opportunity to learn first hand something of the problems, attitudes, talents, and contributions of rural people in other countries.

Last summer 17 young people went from the United States to seven European countries and boys and girls from France and Denmark came to the United States.



#### Arkansas

In Texarkana, Arkansas Mrs. Leighton Boyce Fox died on March 23, 1949. She had been elected to the presidency of Beta chapter but was obliged to resign because of ill health. She had a school of speech in Texarkana and had been past president of the Story Tellers' League.

### Georgia

On February 6, 1949 Theta chapter lost a charter member in the death of Mrs. John T. Miller. Mrs. Miller was a member of the faculty of Brenau College and her specialty was elementary education. A sunny disposition and friendly attitude made friends for her wherever she went. She died in Jasper, Florida.

## Illinois

Miss Bernalillo Williams, an active member of the Beta chapter in Bloomington, died on February 2, 1949. She had been granted a year's leave of absence because of ill health, and her death came as a great shock. She had been secretary of the Public Relations Committee of the Illinois State Normal University for three years, and she acted as publicity and registration chairman of the annual college day

for high school seniors. She was active in the state program on teacher recruitment.

#### Indiana

The Sigma chapter of Indiana lost its faithful and loyal treasurer on March 3, 1949. Friendly, cheerful, untiring, and sincerely interested in her fellow members, Edna M. Ivey will be sorely missed. She was greatly beloved by the teachers and children in the school where she was principal.

#### lowa

The Lambda chapter announces the death of an honorary member, Harriet E. Greenhow, in Dubuque, Iowa on March 8, 1949. At the time of her retirement in 1933, Miss Greenhow had completed fifty years of teaching experience. She had taught every grade of the elementary school and Greek and Latin in the high school. She had been a teacher of most of the members in Lambda chapter which invited her into honorary membership. Her death is a great loss to the members of her community.

#### Kansas

The Kappa chapter suffered the loss of one of its active members in

the death of Catherine Edmiston on February 14, 1949. We have no details except that she died in St. Paul's Hospital in Dallas.

### Michigan

Mrs. Clara Stewart, an honorary member of Iota chapter, passed away on March 5, 1949. She had served on the Program Committee of the organization and was a source of constant inspiration to those who knew her. She had been a teacher, a school principal, a school board member, president of both the local and state Parent-Teachers groups, and a guidance and attendance officer for the county school commissioner's office.

#### Minnesota

In River Forest, Illinois, at the home of her brother. Stella Louise Wood, veteran teacher and beloved pioneer of Minneapolis passed away on February 11, 1949. She was a founder of the Minnesota organization, its first vice-president, and was a pioneer in teacher recruiting. She had been president of the Minneapolis Froebel Club and of the Kindergarten Section of the National Education Association three times, had been corresponding secretary, vice-president and president of the International Kindergarten Union (now the Association for Childhood Education). She had headed her own school for many years and was in active service until a short time before her death. A member of Alpha chapter, she will be sorely missed for her gracious and understanding personality was a benediction.

#### Missouri

For twenty-six years Miss Mildred Elma Bowles of Hannibal, Missouri was an outstanding elementary teacher. She passed away on March 24, 1949 and will be sadly missed by her fellow members of Iota chapter.

#### Nebraska

Miss Lucy M. Clark, a member of the Delta chapter, Nebraska, died on February 23, 1949. She was an honorary member and was interested particularly in the contributions of pioneer women. She was preparing a paper on Nebraska pioneer women at the time of her death.

#### New Mexico

A faithful, regular attendant at chapter meetings, Dorothy H. Hix, of Albuquerque set a fine example for the rest of the Gamma chapter members. Always friendly and generous in her service she was valued as an exemplar of the kind of member we should all like to be. She organized and trained Albuquerque's first tonette band and gave generously of her musical abilities. She died in Wichita, Kansas on September 22, 1948.

## **New York**

In Arlington, Virginia on November 15, 1948 Miss Mary D. Baldwin died. She was a member of Gamma chapter in New York State. A willing and cooperative member

she had assisted materially in the assembly of the chapter history.

The Epsilon chapter announces with great regret the untimely death of Mrs. Horace H. Underwood of Chosen Christian College, Seoul, Korea. She was a distinguished missionary in that country and was assassinated by Communists. She was made an honorary member in 1947 and had been initiated in 1944 as a charter member of Epsilon. She loved and respected her Korean associates and interpreted their culture with intelligence and understanding. She was a splendid and inspiring woman and her contributions to Korean life will be remembered for many vears to come. Mrs. Underwood's death is another sad chapter in the long story of atrocities that grow out of man's inhumanity to man.

#### North Dakota

On October 25, 1948 in Hannah, North Dakota Anna McLean died. She was a state member and although her health of recent years was so frail that she could not participate actively in the activities of her chapter she lived the principles of the organization. She had made a great contribution to education in her county as deputy and then as county superintendent for 37 years.

#### Ohio

Alpha Epsilon chapter lost one of its outstanding members in the death of Hazel Rex in Toledo on January 18, 1949. At the time of her death she was Assistant Director of Health and Physical Education in the Toledo Public Schools. Active in many educational circles she contributed generously of her time and energies. The chapter will feel her loss keenly.

The Alpha Rho chapter announces with regret the death of Mrs. Fern Belford in Belle Valley on March 8, 1949. She was an active member and always eager to assume her full responsibilities. Members of the chapter will miss her greatly.

The Beta Beta chapter in Canton lost a distinguished honorary member in the death of Madge Youtz on November 25, 1948. She had been an elementary teacher for fifty years, thirty-five of which were spent as an acting principal. Her only thought was to render service to the youth of her community.

#### Oklahoma

On February 27, 1949 Miss Pearle M. Moss of Duncan passed away in Oklahoma City. She was a member of XI chapter and had occupied numerous committee positions. For forty years she had been a teacher in Oklahoma and for 21½ years had taught in Duncan.

#### South Carolina

The Beta chapter lost a valued honorary member in the death of Ellen Frost Hayne. After an illness of three years Miss Hayne, a woman of fine intellect, unusual culture, and great teaching ability, died on November 6, 1948. In her own private school, in the Con-

federate Home College, and in the Lower School of Ashley Hall she contributed greatly to the building of character among the young people of her community.

#### Texas

The Beta chapter lost a valued member in the death of Mrs. Annie M. Harkey on December 25, 1948. We have no other information save that she passed away in San Antonio.

Louise Elizabeth Lancaster, another member of the Beta chapter, died on January 25, 1949. She was one of the earliest charter members in the organization, having been initiated on July 6, 1929. She was a member of the San Antonio Teachers' Council, the Texas State Teachers' Association, the National Education Association, and the American Association of University Women.

In All Saint's Hospital, Fort Worth Elizabeth Virginia Lyon of Iota chapter died on February 26, 1949. She had been a member of the organization for 19 years and was a charter member of her chapter. She had served as president for one year. For 30 years she was a teacher in the Denton Public Schools and was Director of the Department of Social Studies in the senior High School at the time of her death. She was active in the work of the D. A. R., of the American Legion Auxiliary, the Colonial Dames, and the Junior Red Cross as well as a faithful member of the Methodist Church.

On September 23, 1948 Mrs. Edna H. Cornell, an honorary member of Psi chapter passed away in Denison. She was always very active and willing to do her utmost to make chapter programs a success. For eleven years she had taught in the Denison schools, part of the time as a high school teacher, and the remaining time as an elementary teacher. For fourteen years she had acted as a substitute teacher. Her chapter members will greatly miss her.

The Psi chapter lost another member in the death of Miss Jennie Jackson on August 28, 1948. She too died in Denison. She was extremely active in chapter work and her contributions were numerous. She was principal of the Peabody Elementary School for 41 years.

The Psi chapter was further bereaved by the loss of Mrs. John S. Knour who died on June 8, 1948. She was a very active honorary member, was a president of the Y. M. C. A. Auxiliary and of the XXI Club of Denison. In addition she was a member of the school board.

In Greenville Mrs. Will N. Harrison died on March 8, 1949. She was a charter member of the Beta Lambda chapter and had directed primary work in the public schools of Greenville for many years. She was an extremely active church worker, and those who knew her will miss her sorely.

The Gamma Eta chapter announces with regret the death of

Miss Thressia Godfrey. She had been president of her chapter and had retired only six months before her death.

The Gamma Omicron chapter lost a loyal and vigorous leader in the death of Mrs. S. A. King on February 16, 1949. Always a faithful attendant at local and regional meetings she was an outstanding example of a loyal member. She died in Karnes City.

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## Virginia

The Epsilon chapter lost a faithful and loyal member in the death of Cleo Johnson on February 13, 1949. Miss Johnson was always present at meetings and always had something to contribute. A teacher of social studies in the George Washington High School she was a great power in her community. Her death means a great loss to her chapter.

## MY TEACHING GOAL

Into their hands I would place The saved up wisdom of the race In this atomic age we face, As never before, a changing pace.

I would not bind them in my chosen way, But give them many strands From which to weave their warp and woof of life. Like Gallileo prove each theory And not accept as fact the printed page.

I would give them patterns, reasoning ability, ideals— Intellectual curiosity that would bring such pleasure As the hunt for buried treasure. High seriousness, truth, and right Should help them scale the heights of life.

CHARLOTTE H. SMITH.

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